

DOCUMENT RESUME

ED 327 826

CS 010 383

AUTHOR Fischer, Debra L.
TITLE The Development of a Program to Increase Listening Skills in First Grade Students through Storytelling.
PUB DATE Dec 90
NOTE 138p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Aural Learning; Childrens Literature; Grade 1; Instructional Effectiveness; *Listening Comprehension; *Listening Habits; *Listening Skills; Parent Participation; Primary Education; *Reading Aloud to Others; *Story Reading
IDENTIFIERS Stanford Achievement Tests

ABSTRACT

A practicum was conducted to improve the listening skills of a first grade class in a public elementary school in a mostly Hispanic residential community. A listening program was developed and implemented to increase listening skills. Storytelling was the main strategy used, and it was implemented daily. Other listening activities were also incorporated into the curriculum to aid in listening improvement. The results were favorable and showed significant gains. Listening skills improved in all the students on the pre- and posttest and improvement was also noticed on the Stanford Achievement Test in listening comprehension. The teacher increased the number of stories read daily and recognized the importance of oral reading to improve listening skills. Parent involvement seemed enthusiastic and cooperative at first; however, few weekly monitoring sheets were returned to indicate that parents were reading aloud to children at home. It was concluded that reading orally to students on a daily basis should be an integral part of the curriculum in order for listening skills to improve. Appendixes include sample pre- and posttest, sample checklists for teacher, sample monitoring sheet, sample parent letter and questionnaire, sample listening activities used during implementation, a handbook of books/stories read during implementation, and handouts given to teachers. (Author/MG)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED327826

THE DEVELOPMENT OF A PROGRAM TO
INCREASE LISTENING SKILLS IN FIRST
GRADE STUDENTS THROUGH STORYTELLING

by

DEBRA L. FISCHER

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Debra Lynn
Fischer

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U. S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

A Practicum Report

Submitted to the Faculty of the Center for the
Advancement of Education at Nova University in
partial fulfillment of the requirements for the
degree of Master of Science.

The abstract of this report may be placed in a
National Database System for reference.

December/1990

CS010383

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own, Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony in the field and in the hope that my work, presented here, will earn similar respect.

Signed

Debra L. Fischer

Abstract

The Development of a Program to Increase Listening Skills in First Grade Students Through Storytelling. Fischer, Debra L., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.

Descriptors: Auditory Discrimination/Auditory Evaluation/Auditory Perception/Aural Learning/Childrens Literature/Grade 1/Listening/Listening Comprehension/Listening Habits/Listening Skills/Oral Reading/Picture Books/Primary Education/Reading Aloud to Others/Story Reading/ Story Telling/

The primary goal of this practicum was to improve the listening skills of a first grade class who attended a public elementary school in a highly Hispanic residential community. A listening program was developed and implemented by the author to increase listening skills. Storytelling was the main strategy used and implemented daily to meet the objectives of improving listening skills. Other listening activities (listening center, listening games, etc.) were also incorporated into the curriculum to aid in listening improvement. The results were both favorable and showed significant gains. Listening scores improved in all students on the pre and post-test and improvement was also noticed on the Stanford Achievement Test in listening comprehension. The teacher improved on the number of books read daily and saw the importance of oral reading to improve listening skills. Parent involvement seemed enthusiastic and cooperative at first, however, few weekly monitoring sheets were returned to indicate that parents were reading orally to children at home. It was concluded that reading orally to students on a daily basis should be an integral part of the curriculum in order for listening skills to improve. Appendices include sample pre and post-test, sample checklists for teacher, sample monitoring sheet, sample parent letter and questionnaire, sample listening activities used during implementation, a handbook of books/stories read during implementation and handouts given to teachers.

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title The Development of a Program to Increase
Listening Skills in First Grade Students
Through Storytelling
Student's Name Debra L. Fischer
Program Site Meadowlane Elementary Date January 10, 1991
Observer's Name GEORGE KOVACHY [Signature]
(please print-----and sign)
Observer's position Principal Phone # 822 0660

Observer's comment on impact of the project (handwritten):

I think Debra did an outstanding job on this
project. The charts and reports look very
good also. This would be a good program to
replicate in this school

Table of Contents

	Page
Title Page.....	i
Authorship Statement.....	ii
Abstract.....	iii
Observer's Verification.....	iv
List of Tables and Figures.....	vii
Chapters	
I. Purpose.....	1
II. Research and Solution Strategy.....	14
III. Methodology.....	24
IV. Results.....	35
V. Recommendations.....	56
Reference List.....	58
Bibliography.....	62
Appendices	
Appendix A: Sample pre- and post-test.....	64
Appendix B: Teacher Checklist.....	72
Appendix C: Teacher/Student Checklist.....	74
Appendix D: Weekly Monitoring Sheet.....	76
Appendix E: Parent Letter.....	79
Appendix F: Parent Questionnaire.....	82

Appendix G: Sample Activities.....	85
Appendix H: Handbook.....	103
Appendix I: Handouts to Teachers.....	119

List of Figures and Tables

	Page
Figure 1: Pre and post-test:	
Mean and Median Scores.....	38
Figure 2a: Pre and post-test:	
Students percent of increase.....	39
Figure 2b: (Continuation of Figure 2a)	
Pre and post-test:	
Students percent of increase.....	40
Figure 3: Pre and post-test:	
Results compared.....	41
Figure 4: Stanford Achievement Test-	
Listening Comprehension:	
Mean and Median Scores.....	45
Table 1: Sign Test and Wilcoxin T Results.....	43
Table 2: Results of Teacher Checklist.....	48
Table 3: Teacher/Student Checklist Results....	49
Table 4: Monitoring Sheets Results.....	52
Table 5: Results of Parent Questionnaire.....	54

CHAPTER I

PURPOSE

The city in which this practicum took place was once an open prairie of swampland inhabited by wild animals and Indians and later became a cattle pasture. Named by the Indians, it became a city in 1925 with a population of 1,500. This is the state's fifth largest city and is still growing. The city's population has risen over 13 percent since 1980 and 61 percent since 1970. Over 85 percent of the city's residents are foreign born with about 80 percent born in Cuba. Spanish speaking children are a majority in the schools.

Schools have always played a major part in the growth of the city. The school in which the practicum took place is one of 18 public elementary schools in the city of nearly 167,000 residents. One sign that this is a young community is that all of the schools in the city are overcrowded. Two new schools are on the way to eliminate the overflow for the city, but by the time they open they will also be overcrowded. Overcrowding is the case in the school in which the practicum was implemented place. Three new portables were brought in this year and some rooms must be

shared by special teachers.

This is a city of industry and small family-owned businesses which supply construction, garment and food items. The people in this community work hard and put in many long hours. Although the parents spend long hours, they show an interest in the school and child's school achievement which is evident in the attendance of Parent Teacher Association (PTA) meetings and other school activities at the school. The community as well as the school is made up of a middle to low socioeconomic group. Over 53 percent of the students at the school are eligible to receive free or reduced price lunch. Many of the students at the school come from unstable homes. They either live with a single parent or their grandparents. Frequent withdrawals and new entrants of students makes the school very transient.

The actual setting for this practicum was in a public meritorious elementary school housing approximately 1,300 students in grades kindergarten through fifth. The teacher/pupil ratio is 1:26. Ninety-four percent of the students who attend the school are Hispanic. Over 400 students are enrolled in the English For Speakers of Other Languages (ESOL) and Curriculum Content in the Home Language (CCHL)

programs. These programs are Bilingual Programs for students with limited English proficiency. These are classes for students whose primary or home language is other than English.

The actual implementation of the practicum took place in a heterogeneous, self-contained first grade classroom. There were 27 students in the class, made up of 15 males and 12 females. The ethnic make up of the class was 25 Hispanic students and two White Non-Hispanic students. One student, a male Hispanic, attended the gifted program twice a week. Three students attended the ESOL program for 30 minutes daily to gain rapid English communication skills. The class was taught by a White Non-Hispanic teacher who had been teaching first grade for five years and in the teaching profession for nine years. Classroom management and curriculum are the sole responsibilities of the classroom teacher. A Spanish for Spanish Speakers (Spanish-S) teacher taught the class Spanish for 30 minutes every day.

The originator of this practicum was one of two media specialists at the school. This was the author's second year as a media specialist, though having taught for 11 years. The other nine years have been spent as a classroom teacher. The writer taught

first grade for eight years and kindergarten for one year. One role of the media specialist is to give the students an appreciation of various types of literature and books in the library. The students in first grade get library class once every two weeks. Stories are read to the first grade classes for enjoyment, to improve listening skills and to encourage reading. Detail questions and inference questions are always asked after each story to determine the listening comprehension of the students. However, during implementation the students had library class every day for 20 minutes. Listening skills were the key objective for this practicum and were taught through storytelling and other various listening activities.

There is a need for improvement of listening skills which was evident in many ways at the writer's school. The author interviewed colleagues at the school, obtained Stanford Achievement Test (SAT) results, looked at socioeconomic differences and gave a listening comprehension pretest. The following results were found to indicate that the students at the school needed to increase their listening skills.

In discussions with several teachers at the school prior to writing this paper, it was found that

listening skills were weak in the students' learning performance. The complaints of the teachers were similar. Several students lack concentration and have short attention spans. Many students do not give appropriate responses to simple discussions or recall simple detail questions. Teachers have to repeat oral directions more than once. Students can not follow simple directions. These were all indications of students' poor listening skills. There were also conditions within and outside of the classroom that influenced the quality of the listening environment. Children become distracted very easily. There were many outside sounds at the school, such as public address announcements, conversations and distractions among students, classroom interruptions, construction and maintenance workers and caretakers who insisted on mowing the lawn during school hours. These all distract a student from listening.

Countywide listening comprehension scores in first grade on the SAT were well below the National median percentile for the 1983 to 1988 school years. The county scores ranged from a low of 36 percent in 1983 to a high of 44 percent in 1988. In the SAT scores at the author's target school, results for the 1987 and 1988 school years for listening comprehension

in grade one were mixed. The 1987 school year showed a median percentile of 46 which is the fifth stanine; while in 1988 the scores were 67 percent which is the sixth stanine. This increase could be a result of more emphasis being placed on this particular skill by the teachers. Increase in test scores appears evident because this was one of the years that the school was involved in the Quality Instruction Incentive Program (QUIIP). This is a program that gives recognition and monetary awards to staff for the greatest gains in student achievement on the SAT. Though there was an increase in the median percentile scores from 1987 to 1988 in first grade, the percentage scored by the second graders in 1988 was almost the same as that scored by grade one in 1987. This suggests that listening skills need to be developed or else the students will continue having poor listening skills throughout their schooling.

A problem causing low listening comprehension scores on standardized tests is socioeconomic differences. Tests and teaching materials are geared more toward White middle class students; and as a result those students outside the norm will have a difficult time in comprehending the language. The writer's school is composed primarily of Hispanic

students which could also be a reason why there is a need for improvement in listening skills. The language is a barrier.

Finally, a pretest was given to the writer's first grade subjects to ascertain their listening skills prior to the development of a program to improve these students' listening skills. The test given was from the Grade 1 Test-Taking Tactics book (see Appendix A). The listening comprehension part of the test was given to 26 of the 27 students. The gifted student was at gifted program when test was administered, therefore not tested. Sparkman and Sparks (1986) had the test research proven and written in an achievement test-type format. The listening part of the test was composed of 23 short stories in which the students were to answer a detail question concerning each story. The students scored a mean of 66.8 percent and a median of 70 percent. The test provides a diagnostic instrument which gives the writer an indication if emphasis is needed in a particular skill. A post-test will be given at the end of the ten week listening skills implementation program. A 15 percent increase is expected to be seen, judged by the level of increase shown in the SAT scores when emphasis was placed on listening. The

same pretest will be used.

Listening is an important part of the learning process and unfortunately is neglected in the schools. Little emphasis has been placed on teaching listening skills even though they should be taught to some extent in the classroom. Teachers do not know how or just can not find the time to incorporate a listening program in their class. However, many researchers have found that a listening program not only improved students' listening skills but also the other language skills (speaking, reading and writing). Pearson and Fielding (1982) concluded that training in listening comprehension could improve listening, and for mature readers, reading comprehension could also improve. More educators are beginning to realize that listening is a skill that must be taught for students to succeed. Like many other schools in the country, the author's school needs to improve in listening skills. The target group, a first grade class, will hopefully show improvement in their listening skills through the development of a listening program. This will be accomplished through storytelling and other various listening activities.

The primary goal of this practicum is to improve the listening skills of first grade students in the

target classroom through storytelling. Good listening skills need to be developed and ultimately can improve the students' learning potential and academic success over several years. Three main behavioral objectives are expected to occur at the conclusion of this program. These changes of behavior are discussed in detail as follows.

After three months of 20 minute daily storytelling using various media and methods, the students in the target group will increase listening skills 15 percent on the listening comprehension test from the Grade 1 Test-Taking Tactics book (see Appendix A). The students were given a pretest and scored a mean of 66.8 percent and a median of 70 percent on the listening test. The test is made up of 23 short stories. The stories were read and then the students circled the correct detail question for each story. At the end of the ten week implementation, the students will be given a post-test and should show a mean and median of 82 percent and 85 percent respectively. The same test will be used for the post-test. Pretesting provided the writer evidence of listening skills prior to implementation of this project and post-testing will provide comparable growth results.

Besides a 15 percent increase on the listening comprehension pretest, the target group of first graders after five weeks of a listening program will show a five percent increase on SAT listening comprehension test scores compared to the same teachers previous years first grade students. In the previous school year, 1988-1989, the first grade students of the target teacher scored a mean of 66 percent and a median of 67 percent on the SAT listening comprehension test. Both mean and median scores were in the sixth stanine. Since this class did not have a ten week implementation program of any kind in listening, the writer was curious to see if there would be any increase in scores of students who did have the listening program for ten weeks. The author expects to see a five percent increase in the target groups SAT listening comprehension test scores. The students will show a mean of 71 percent and a median of 72 percent. A smaller percent increase on this test is expected because this is a standardized test and there is more pressure placed on the students to do their very best. The tests are more difficult and the students are tested the entire week in math, reading and environment as well as listening comprehension. Of course, more emphasis is placed on

math and reading. Also, as stated previously, standardized tests are geared more toward White middle class students. Those students outside the norm, the majority of students at the target school are Hispanic, will have a difficult time comprehending the language.

After ten weeks of implementation of a listening program, the classroom teacher will become a better listener, demonstrate more positive attitudes toward listening and show a 50 percent increase in reading stories aloud to students per week as measured by teacher observation through a self-evaluation checklist and a checklist to evaluate the listening skills of the children in the class (see Appendices B and C). These checklists will be given to the teacher before and after implementation in order to compare results. Prior to the development of a listening program, the classroom teacher complained that the students did not have good listening skills. Several students needed oral directions repeated more than once. Many students could not recall simple detail questions from a short paragraph read aloud. The teacher needed to remind students to "Listen" or "Pay attention". Stories were read to the students by the teacher only once or twice a week depending on time.

Sometimes the students were not read to the entire week. The teacher should be able to see an improvement of self and a significant difference in the student's listening skills when listening activities are incorporated in the curriculum.

Over a period of ten weeks, the parents of the target group will cooperate in improving listening skills in their children through storytelling by at least 50 percent of the parents reading a story and asking detail questions to their child every night which will be measured by a weekly monitoring sheet (see Appendix D). The author will be able to keep track of how many parents read to their children weekly by the monitoring sheet. The sheet will require the parents to sign, date and give the title of the story read. Rewards (stickers, candy, pencils, bookmarks, etc.) will be given to students who return their weekly monitoring sheets. This sheet will show how many parents cooperated with the program. Besides the weekly monitoring sheet, a letter (see Appendix E) explaining the program to the parents and a questionnaire (see Appendix F) will be sent home at the beginning of the program. The questionnaire, letter and weekly monitoring sheet will be written in English as well as Spanish since most of

the parents only speak Spanish. Parent involvement is important in order for success to occur. Sullivan (1988) believed that if parents read aloud to their children at home it would help teachers promote better listening abilities.

In summary, using test results, parent questionnaire and teacher checklists the author will be able to observe any improvement in students' listening skills. These measures are important for the writer to see if the primary goal will be achieved.

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

How many times a day do teachers have to ask students to "Listen!" or "Pay Attention!" to lessons only to find out that they still are not listening well. Thirty pairs of ears can be listening, but all are listening at different levels. Listening or non-listening is hard to detect. A teacher can think a child is very attentive and listening but becomes frustrated when the child cannot answer a simple oral question immediately after the lesson, fail a written test or cannot remember something which was taught only an hour ago. Listening is a key to successful learning yet has been overlooked in the schools. Steil (1984) stated:

In these confused and stressful educational times a simple yet significant fact of education remains: the classroom learning success of students has been, is and will continue to be directly related to their listening ability.
(p.13)

Listening is the first language mode that children acquire. Language is a continuum of listening, speaking, reading and writing. All forms

of language are related. The child first hears the word (listens) and then imitates its sound (speaks). Later the child recognizes symbols as spoken words (reads) and then learns to make own symbols through drawings or signs (writes). Both language and cognitive development are based on listening. Skilled listening ability is required in all language. Listening provides the vocabulary, sentence patterns, and the auditory discrimination that build a foundation for children to speak, read, spell and write. Trelease (1988) believed that listening comprehension must come before reading comprehension. It is easier for a child to read and write a word when it has been heard first. The listening vocabulary aids the child's reading vocabulary. Although listening plays a continuing role in the process of learning and communication throughout a person's every day life, it seems hard to believe that the development of listening skills gets very little attention in most schools in the country. Burley-Allen (1982) found that the formal training of communication is backwards. Students get 12 years in writing, six to eight years in reading, one to two years in speaking and zero to one-half years in listening. Since listening is a major part of the

learning process educators should be training students more in this particular skill.

Listening is an important part of communication. More time is spent in listening than any other daily activity. This has been evident for many years as shown in the following studies. An early, but important study, in educational research by Rankin (1928) found that the typical adult spent 70 percent of his/her waking time communicating. Of all the subjects communicating time, an average of 45 percent was spent in listening, 30 percent in talking, 16 percent in reading and nine percent in writing. Wilt (1950) found that elementary school pupils listen 45 percent, speak 30 percent, read 16 percent and write nine percent of the time they spend communicating during the school day. Burley-Allen (1982) found that people spend 40 percent of the communicating time listening, 35 percent speaking, 16 percent reading and nine percent writing. The results from these studies on time spent listening are similar. It seems that educators have given the most instructional attention to what people do the least. Reading and writing get the most attention in the school's curriculum while listening gets the least and is often neglected.

Wolvin and Coakley (cited in Edleston, 1987)

suggested that there are four components to the complex process of listening. A message is first received, then attended to, then comprehended and finally remembered. Receiving is the physiological process of hearing sounds. Attending is the conscious effort to focus on a particular set of sounds from many. Comprehending is understanding the meaning of sounds. Remembering is what is stored in memory for future use. Goss (1982) referred to listening as a "human processing system" made up of three parts. The first part is signal processing which is the auditory perception. The second component is literal processing which assigns the meaning of the message. The final part is reflective processing in which the listener evaluates the message. Both theories are very similar. Listening is often undertaught primarily because it is not a simple skill to teach as evident in the above processes.

Hearing and listening are often confused and thought of as the same skill. A significant study by Neville (1959) stated:

More failure in academic and social growth can be traced to the inability to listen than any other single aspect of language arts.... We must not take for granted that a person can listen

because he can hear. (p. 226)

Hearing is the basis for listening. Hearing depends on the proper functioning of the ears, nervous system and brain; whereas listening extends hearing to reaction, identification and thought. A relevant study by Nichols and Stevens (1957) tested the ability of people to understand and remember what they hear, the latter two components of Wolvin and Coakley's listening process. They concluded from the test results that immediately after listening to a short passage the average listener remembers only about half of what he/she heard and two months later the average listener will remember only about 25 percent of what was said. Listening is a skill of its own.

Many educators believe that listening develops naturally and that it requires no instruction. They believe that the student will automatically learn how to listen if experiences and situations in listening are provided during regular instruction. Pearson and Fielding (1982) and Devine (1982) along with other researchers agreed that listening is a distinct behavior which can be improved through training. Listening can be taught as a skill, just as reading, writing, spelling and mathematics are taught. The skill of listening is not a part of the state

curriculum objectives at the author's school, however it is a skill that is tested in first grade on the SAT which is given every spring. Listening is often undertaught mainly because it is not an easy skill to teach and teachers are not certain how to teach it. A study by Swanson (1986) indicated that teachers do not get much training in teaching listening. A survey of 15 textbooks used in teacher education programs revealed that only 82 pages mentioned listening out of a total of 3,704 pages of text. Teachers must therefore rely on supplementary activities, ideas and materials to teach listening effectively in the classroom. In Alberta, Canada the teaching of listening has been mandated but little assistance given to teachers on how to teach listening skills. Plattor (1987) developed a program to help these teachers effectively with this problem. Children must learn to listen. If students become good listeners they will be able to remember more, follow directions, note details and understand the main idea.

There are three main approaches to teaching listening in the classroom which the writer will use during implementation. They are the direct approach, the integrated approach and the listening laboratory. The direct approach teaches listening as a separate

skill like reading, writing and mathematics.

Abelleira (1987) believed that this is the best way to incorporate listening in the classroom and showed that it was effective with the study done on first grade students. Most teachers today are more than willing to admit that the improvement of listening is very much needed in the schools but do not have enough time in the school day to teach it as a separate skill with all the other subjects which need to be taught.

Listening improvement can be integrated with already established classroom activities of an oral nature. It does not have to be taught as one subject. The listening laboratory is a supplement for the above two approaches. It is a listening center set up in the classroom to improve listening skills. The writer will develop a program for first grade students to increase listening skills through storytelling and other listening activities incorporating all three approaches discussed above.

Many researchers such as McCormick, Harkness and McNamee (cited in Cliatt and Shaw, 1988) have shown a strong relationship between storytelling and the level of children's literacy. Trelease (1988) believed that children who are read to become better listeners and develop attentiveness. The author believes this as

well and will use this strategy to improve listening skills for the target group. Besides increasing a child's ability to listen and comprehend, stories do many other things for children. Listening to stories develop language skills and thinking skills, increase vocabulary, sharpen visualization, build a child's imagination, and develop a strong motivation for reading books.

Sullivan (1988) concluded in her study that literature and reading aloud to children are just as important as any other part of the school's curriculum. This study examined whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span. One group of 14 children were read to only once a week while another group of 14 children were read to five times a week for 15 minutes. The group which were read to on a daily basis scored higher on test scores. Williams (1986) reviewed research on reading and language development and concluded that reading aloud activities should be an integral part of the reading program. The main factors of reading aloud are exposure, motivation, development, enrichment and pleasure. Oddly, most classroom teachers can not seem to find the time to read to students on a regular

basis or even at all. Reading aloud should be a regular part of the daily classroom schedule. Nessel's (1985) study showed the effects of storytelling on the reading curriculum. Children become noticeably more attentive when the reading text is set aside and restless children become enticed when a story is being told without a book. The author will use various techniques to read stories aloud to the first grade target students by using picture books, flannel board, storytelling without books, filmstrips, movies, and cassette/books. Stories will be read every day during implementation. Other listening activities will also be incorporated into the program.

Good listening is an active skill. The child should not only know how to listen but listen actively by being attentive, critical, courteous and considerate, curious and reflective. Teachers need to demonstrate good listening skills to students for improvement to occur. In order to teach listening effectively, teachers must provide conditions which contribute to attentive listening. The teacher needs to be a good listener.

There are many factors to consider when reading aloud to a child. It is important to use expression. The tone of the reader's voice should correlate with

the story. Teale's (1986) study on the effects of how teachers read to children found that restless children can become better listeners if teachers read with expression, observe and encourage children's responses. The story should be read slowly enough so that the child can visually comprehend what has been heard.

In conclusion, listening is an important aspect in the child's learning process, but neglected in the schools. Storytelling can be exciting and make reading and learning fun for the child. Reading aloud to children daily can help students become better listeners. This will hopefully be the case at the writer's target school after implementation.

CHAPTER III

METHODOLOGY

Since listening is a need at the writer's school and should be an important part of any school's curriculum, the author developed a program to improve students' listening skills mainly through storytelling. This was implemented with the target first grade class. Implementation lasted for ten consecutive weeks. The following is a brief summary of what occurred during those ten weeks.

As stated earlier, the writer incorporated three teaching approaches to listening in the target classroom. Listening was taught in isolation, integrated within the entire instructional program, and in a listening center. In teaching students to listen, the author first showed awareness and the importance of listening to the students. Then, through activities, experiences were built upon resulting in more effective listening.

In order to teach listening effectively, the conditions for listening must be conducive to attentive listening. The mood is important. Before implementation, the author discussed with the target classroom teacher a few things which a teacher

should keep in mind in order for the students to develop a positive attitude toward listening. The teacher should (a) be a good listener, (b) speak clearly, slowly and use expression and gestures, (c) allow children time to speak, (d) praise students for good listening, (e) encourage children to think about what they hear, (f) provide proper listening conditions within and outside the classroom, and (g) provide listening opportunities for students that serve a purpose. Once the proper atmosphere has been provided for listening, the teacher can effectively teach listening skills to the students.

Two key activities were ongoing throughout the ten week implementation. The first and most important activity was daily storytime. Reading aloud to students is one of the most enjoyable ways to improve their listening comprehension. Stories were read in various ways every day for at least 20 minutes to ascertain the main objective. Picture books recommended in Trelease's (1988) book, and picture books recommended for six and seven year old children in Oppenheim, Brenner and Boegehold's (1986) book were used to aid in selection of oral reading. A bibliography of books with a listening theme which Lundsteen (1985) found would motivate, develop, and

enhance both listening and reading also was used among other sources to choose stories which were read orally. Besides picture books, the author used films, videos, filmstrips, flannel board, paper, or any other kind of media to tell stories. The writer asked the students to listen for and identify certain details, the main idea and cause and effect relationships in the stories. Inference questions were also asked. These questions are important to see how well the students were listening to the story and to sharpen their listening skills. The second most important activity was setting up a listening center in the classroom. The center was equipped with a cassette recorder or record player and six earphones. Each child in the class was expected to participate at the center at least twice a week. Attendance was monitored by a sign in sheet. The listening center included tapes or records containing listening activities (read along storybooks, short stories and listening worksheets) which were changed twice a week. The students went to the center during free time for at least ten minutes.

During the entire implementation, the classroom teacher worked closely with the author and was very cooperative. This was necessary for improvement in

listening to occur. The writer did storytime daily with the students, set up the listening center and provided all other materials which were needed. Unfortunately, due to other responsibilities the author could not be with the students all day so it was left up to the classroom teacher to incorporate any other listening activities into the daily curriculum.

Other listening activities were integrated into the curriculum during the ten week implementation. Plourde's (1985) classroom guide and Listening Skills Handbook (1981) guide were among some of the materials used to obtain various ideas and lessons to help increase students' listening skills. The following is a time-line of tasks which took place.

At the onset of implementation, a letter was sent home to the parents discussing the need for listening and the importance of listening (see Appendix E). The writer asked for the parents' cooperation with the program and told them that they would be expected to read to their children daily to increase their child's listening skills. This began the second week and was a part of their required homework. A monitoring sheet with parent's signature, date, and name of story read was sent home weekly to monitor parent's cooperation (see Appendix D). A reward (stickers, pencils, candy

etc.) was given each week to those students who returned their monitoring sheet. This was an added incentive because not many sheets were returned the first week. The author wanted to find out more about oral reading and kinds of reading materials the students had at home so a questionnaire about reading was also sent home for parents to fill out and return (see Appendix F).

Prior to implementation, the author gave a pretest to 26 of the 27 students in the target group (see Appendix A). One student was absent, a gifted student who attended the gifted program twice a week, and not tested. The writer decided not to test this student individually because it would not be fair to the other students who were tested as a whole. This student was therefore not a part of the final results. The pretest was a listening comprehension test, compiled of 23 short stories read orally by the author. The students were to choose the correct detail answer for each story. A post-test was given at the end of the ten week implementation. The same test was used for post-testing. The tests provided comparable growth results in listening comprehension.

The first three weeks were dedicated to getting the students more aware of the importance of

listening--an introduction to the program. The students developed listening rules. These rules were kept up during the entire implementation. A bulletin board on listening was also put up by the author. Good listeners got stickers which motivated others to listen better. Each student had his/her own sticker books. Stickers were given daily throughout implementation. During the first two weeks, the author concentrated on reading stories/books to the class which pertained to the awareness of listening. "The Listening Elf" (a flannel board story), "Listen Rabbit", "Horton Hears a Who!" and "The Human Body: The Ear" were among some of the books read which promoted listening. Ludsteen (1985) suggested that such books with listening themes provide enjoyment as well as exposing the child to listening values. The classroom teacher played various listening games with the students. Students listened for sounds by playing a game where the students, without looking, identified familiar sounds made by the teacher (e.g. clapping hands, running tap water, sharpening pencils). Listening walks were also taken. Students listened for sounds outside the classroom, identified them and drew pictures of them when they returned. Students also listened for beginning, medial, ending sounds and

rhyming words which were incorporated into the reading program. The listening center had read along storybooks during the first three weeks.

Following directions were concentrated in the fourth and fifth weeks. The writer read various types of stories/books to the students during these two weeks. The stories did not necessarily pertain to following directions. Stories, books, records, filmstrips, films, flannelboard stories, paper cutting stories were all used to increase listening skills. Detail questions and inference questions were asked after each story read. Students were also asked to listen for certain details before hearing the story being read. The teacher gave the students one, two and three step commands to follow orally (e.g. jump, jump twice, jump twice and turn around) during physical education class. There was no repeating, the children needed to listen the first time. All classwork was given once using oral directions rather than written. Origami, Japanese paper folding was done. Action songs and games such as "Simon Says", "Listen and Move" and "The Hokey Pokey" were played to increase listening skills. Several worksheet activities on following directions were also used. Children followed simple directions to color a page,

draw a simple picture, or mark a certain object. The listening center had worksheets similar to what was explained above, to mark as the students followed simple directions while listening to the tape recorder. Directions were only given once and ample time was given for each response. Students checked their own papers.

In the sixth and seventh weeks, the students worked on locating information in short stories. Short stories were read orally and then detail questions about each story were asked. The author as well as the teacher read short stories to students in order to increase their listening comprehension skills. Stories from reading comprehension books were used and then detail questions about stories were asked to students. In the listening center, there were worksheets on listening for details. Short stories were recorded on the tape recorder. The students listened to a story then circled one of three answers to detail questions about each story on their worksheets. Since this was not a reading activity, all answers were read to the students before they marked their paper to help the students who had difficulty in reading. Students self checked their papers.

During weeks eight and nine, the teacher worked

on sequencing. The writer read various sequence books to the students during these two weeks. Among the books read were "The Mitten", "I Know An Old Woman" and "Peter Rabbit". After the book was read, the students sequenced each story using pictures and then retold the story in their own words. On the last two days of week nine, the author used cooking to sequence. The class made "S'mores" and "Rice Krispies Treats" after sequencing each story (recipe). The children really enjoyed this activity. The teacher read stories and asked students what happened first, second and third. Sequence cut and paste stories were also given to students. Listening for sequence worksheets were placed at the listening center. The students listened to short stories which were recorded on the tape recorder then numbered their papers to show what happened first, second, third and fourth. Since this was not a reading activity, all answers were read to aid the children who had difficulty in reading. The students self checked their work.

The last week was devoted to various types of listening games to sharpen the students' listening skills. Games which were used were as follows:

- 1) Gossip Teacher whispers a short message to child. Child passes the message on. Message

continues to be passed on to entire class. First and last messages are compared.

2) ABC Game Each child in turn repeats words already heard and adds a new word in abc order. Themes can be used to help students.

3) What's Wrong Read familiar poems, stories, or nursery rhymes to class but make mistakes and see if child can listen for errors made.

4) Nonsense Sentences Children listen to sentences and then decide whether it makes sense or not (e.g. Dogs can bite. Books hatch.).

5) Riddles Answering riddles requires careful listening to all parts of the riddle in order to get the correct answer (e.g. I am white and fluffy. I have long ears. I like to eat carrots. What am I? I am a rabbit.)

At the culmination of the ten week program, the author with the classroom teacher arranged a field trip to the movie theater to see a movie, "Teenage Mutant Ninja Turtles". When the students returned detail questions were asked about the movie and then the students drew a picture of their favorite part.

Records of stories read and activities used were kept. A handbook of resources for teachers and an annotated bibliography of recommended books, read

along storybooks, filmstrips, book/records, films, and flannelboard stories read aloud were made at the conclusion of the practicum (see Appendix H).

The students at the end of implementation showed an increase in listening skills. Storytelling daily was the key means by which the author met this objective. Other listening activities aided in the success.

CHAPTER IV

RESULTS

This action research project used the single-group pre-post test research design, SAT test scores, teacher observation checklists and weekly parent monitoring sheets to determine if there was a significant increase with students' listening skills when daily storytelling and other listening activities were incorporated into the curriculum. These measures showed the author if success was demonstrated. The author will discuss each measure in detail and how it relates to the success or failure of the program.

The results of the pre and post-test allow the conclusion that reading aloud to first grade students daily for 20 minutes over a ten week period proved favorable in affecting their scores relating to listening skills. A significant gain was seen on the post-test. Before implementation, the students were given a pretest using the listening comprehension test from the Grade 1 Test-Taking Tactics book (see Appendix A). This test is made up of 23 short stories that the students listen to and then choose the correct detail question asked for each story. This test was research proven and written in an achievement

test-type format. Out of 27 students in the class, 26 were tested before implementation began. The gifted student was absent, therefore the test was not administered to that child. The author felt, since the gifted student attended the gifted program twice a week, that the daily listening program would not be as effective for this student. This student was omitted from all results in the practicum. The 26 students who were tested, scored a mean of 66.8 percent and a median of 70 percent on the listening comprehension pre test. The students who scored low on the pre test, below 50 percent, were placed in the front of the room to monitor listening ability. One student, who scored a 39 percent on the pre test suffered from a temporary hearing loss which has since been corrected. Because emphasis was placed on listening, this child was recognized as having a hearing problem and appropriate actions were taken. Many children suffer from untreated ear infections of varying severity which possibly could cause a pupil to have poor listening performance. Teachers should take precautions and look for signs and then have audiologist give a hearing test. After three months of 20 minute daily storytelling using various media and methods, the students were given a post-test. The

same test was used for post-testing. The students showed a considerable amount of growth. The scores were above the expected 15 percent increase. Out of the 26 original students in the target group only 24 were tested. Two students withdrew before implementation was completed, therefore were not post-tested. These students were omitted from post-testing results. There were no new entries of students during implementation. The mean for the post-test was 87.6 percent and the median was 91 percent. The students increased on the mean scores by 20.8 percent, five percent above the expected. There was a 21 percent increase on the median scores, six percent above the expected. Figure 1 shows the mean and median of the pre and post-test. Figures 2a and 2b illustrates that every student increased from the pre to post-test scores, indicating improvement in listening skills for all students. The lowest increase was four percent and the highest increase was 78 percent. Figure 3 compares each students' individual pre and post-test scores. The sign test and the Wilcoxin T suggested by Borg (1987) were also used for test comparison. The sign test shows the direction of differences between pairs of scores (plus or minus). All students showed a plus when given the

Figure 1
PRE & POST-TEST
MEAN & MEDIAN

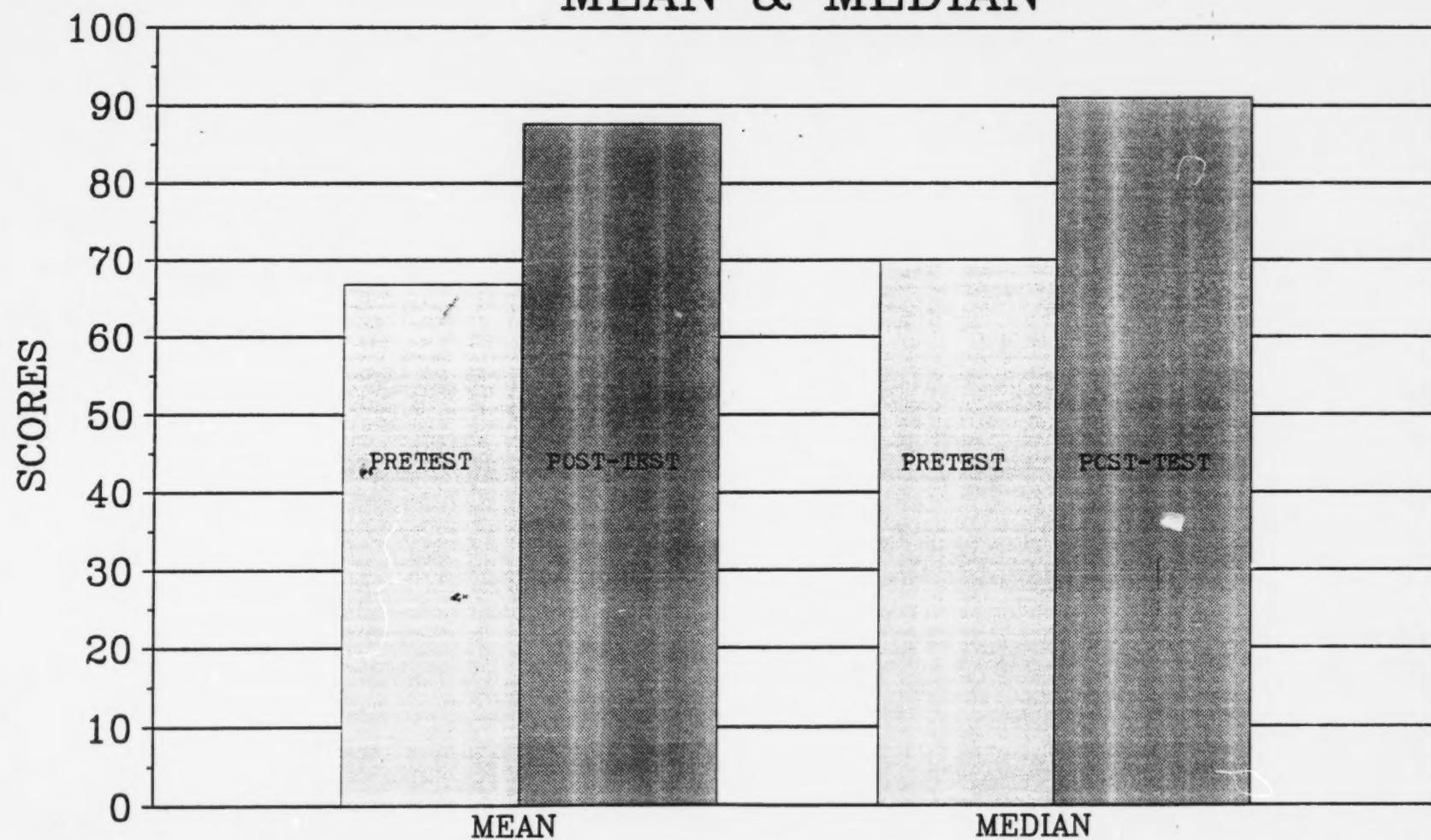


Figure 2a
PRE/POST-TEST DIFFERENCE

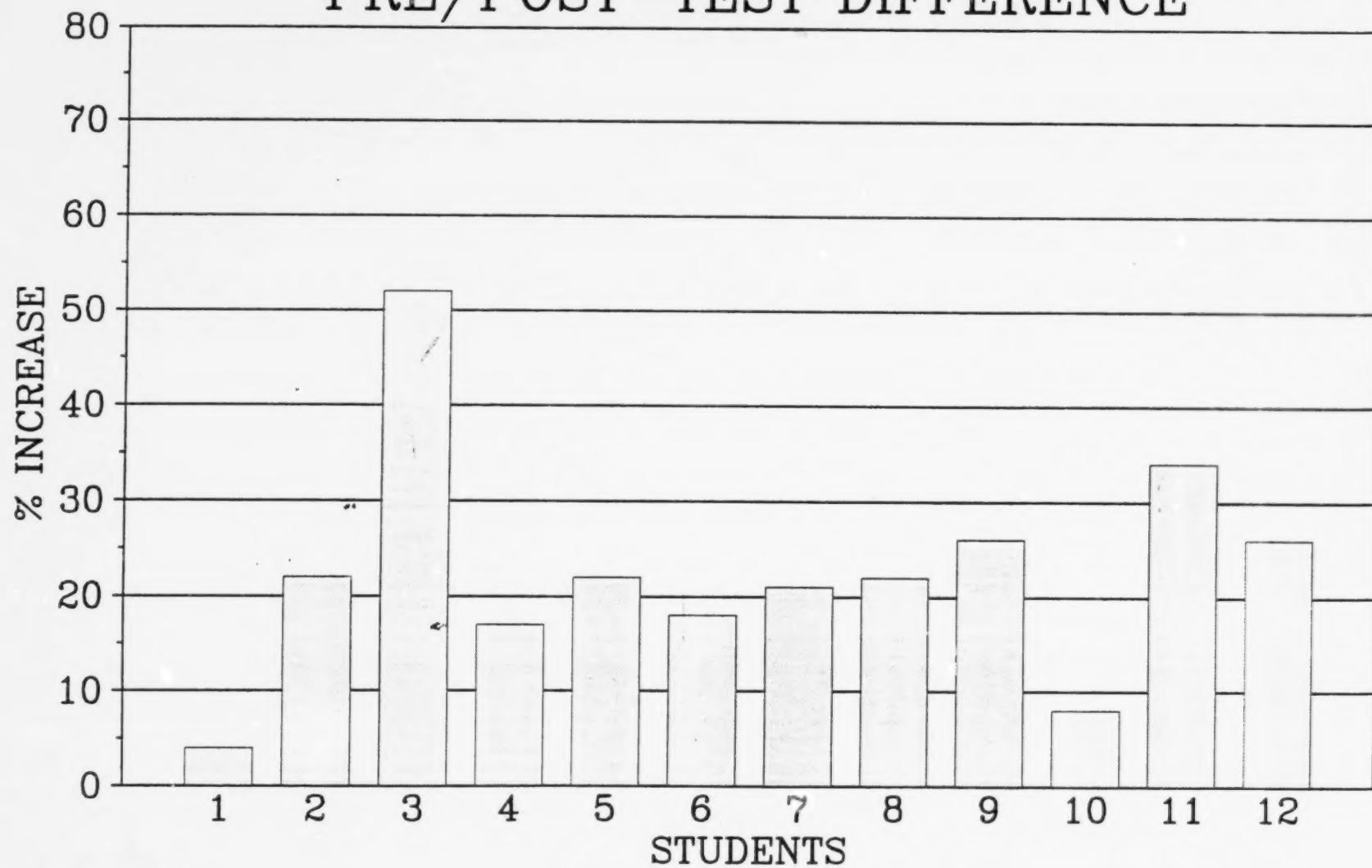


Figure 2b
PRE/POST-TEST DIFFERENCE

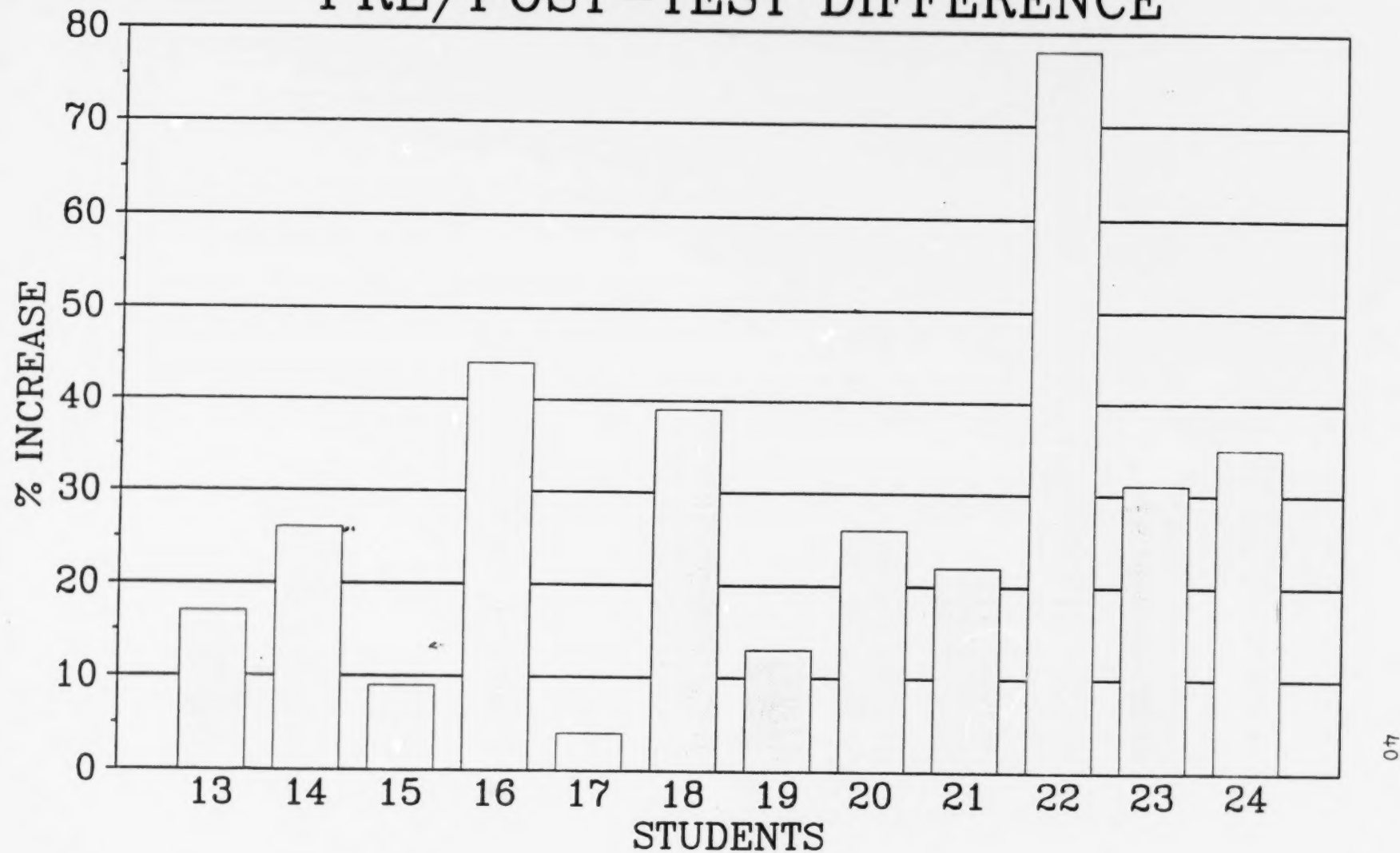
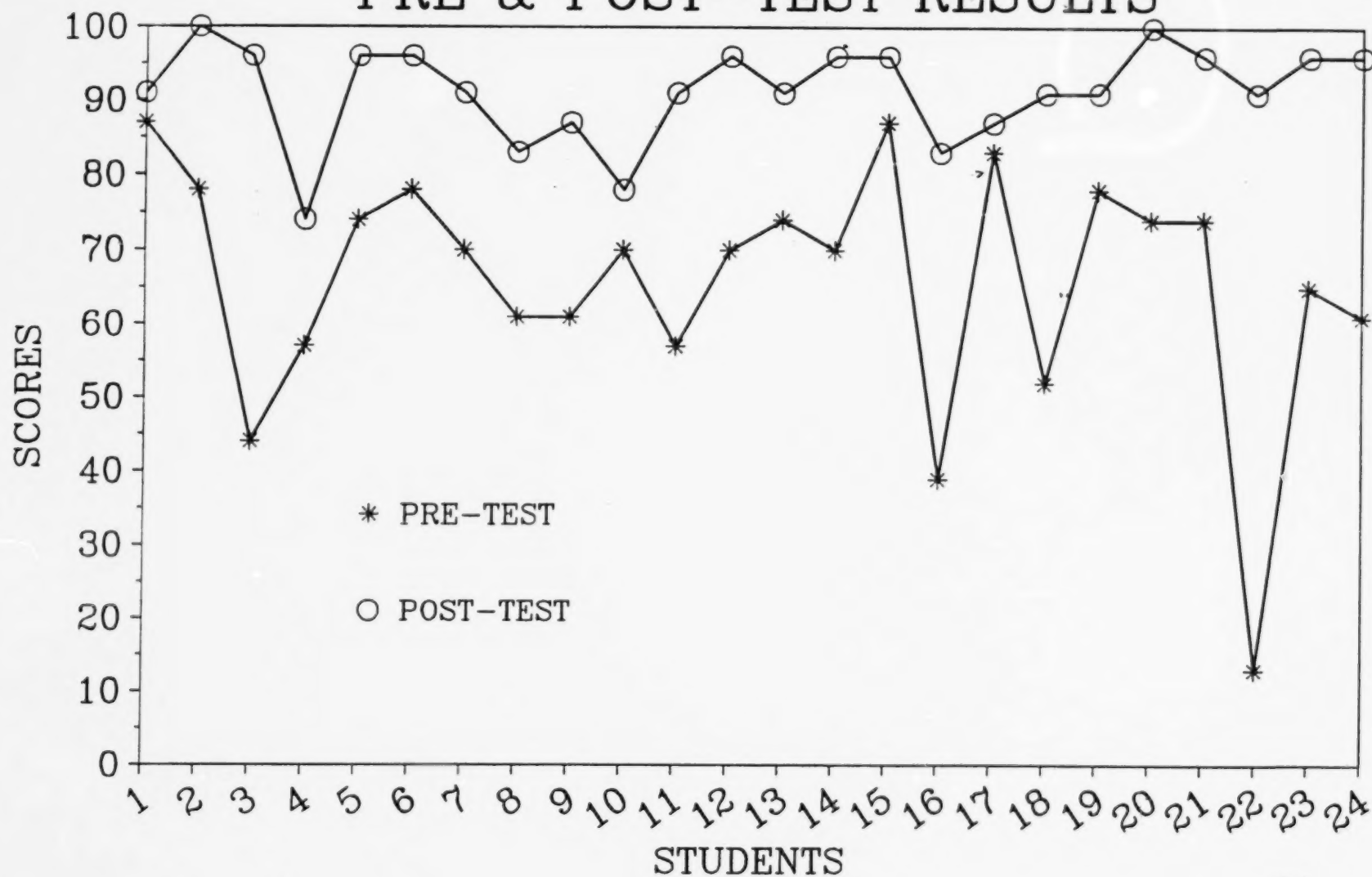


Figure 3
PRE & POST-TEST RESULTS



post-test. There were no minus scores that remained the same. For the sign test; where $X=0$, the number of minus signs, and $N=24$, the number of students, "a" is less than 0.003. This means that the difference between the pre and post-tests is significant at the one percent level (see Table 1). The Wilcoxin T shows both direction and magnitude of differences. This is a more powerful statistical test. Using the Wilcoxon Matched-Pairs Signed-Ranks Test, $N=24$ (the number of students) and $T=0$ (the number of minus signs), the author found a significant level much less than 0.01. This means that the significance is at or lower than the one percent level (see Table 1). As shown from the results above, when emphasis is placed on a particular skill, such as listening, improvement is shown.

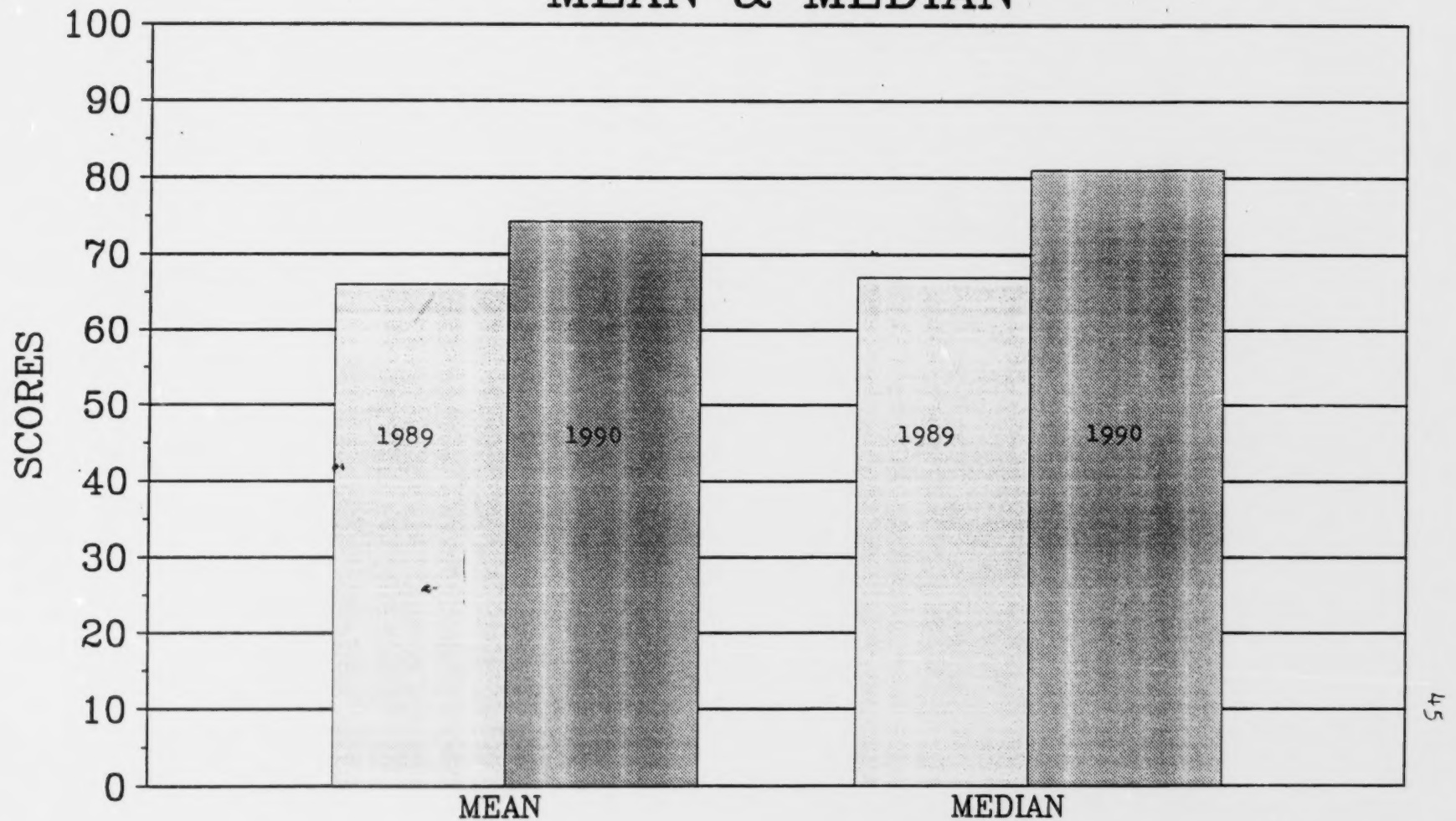
The author was curious if there would be any increase in students SAT scores when a listening program was implemented. The students from the previous school year were compared to the target group students. Both groups had the same classroom teacher, however the target group of first graders had a five week listening program implemented into the curriculum. In the previous school year, 1988-1989, the first grade students of the target teacher scored

Table 1
Sign Test and Wilcoxon T Results

Pupil	Pretest score	Post-test score	Sign Test (+ or -)	Wilcoxon T d diff.	rd rank
1	87	91	+	4	1.5
2	78	100	+	22	11.5
3	44	96	+	52	23
4	57	74	+	17	6.5
5	74	96	+	22	11.5
6	78	96	+	18	8
7	70	91	+	21	9
8	61	83	+	22	11.5
9	61	87	+	26	15.5
10	70	78	+	8	3
11	57	91	+	34	19
12	70	96	+	26	15.5
13	74	91	+	17	6.5
14	70	96	+	26	15.5
15	87	96	+	9	4
16	39	83	+	44	22
17	83	87	+	4	1.5
18	52	91	+	39	21
19	78	91	+	13	5
20	74	100	+	26	15.5
21	74	96	+	22	11.5
22	13	91	+	78	24
23	65	96	+	31	18
24	61	96	+	35	20
25	70	Student Withdrew			
26	91	Student Withdrew			

a mean of 66 percent and a median of 67 percent on the SAT listening comprehension test. Both mean and median scores were in the sixth stanine. Twenty-eight students were tested. The students in the target class, after only five weeks of a listening program implemented into the curriculum, scored a mean of 74.3 percent and a median of 81 percent on the SAT listening comprehension test. The mean scores were in the sixth stanine, but the median scores went up to the seventh stanine. Twenty-six students were tested, however, the gifted child was again omitted from the results. Only a five percent increase was expected because this was a standardized test. A smaller percent increase was expected because more pressure is placed on the students to do their very best, math and reading results are emphasized more and the language on the standardized tests is geared for White middle class students not Hispanic. Surprisingly enough, an increase was seen on both the mean and median test scores. Figure 4 shows the increase in scores. There was an 8.3 percent increase on the mean and a 14 percent increase on the median. That is a mean of 3.3 percent and a median of nine percent above the expected increase. These results show a small, but significant increase. It would have been interesting

Figure 4
SAT: LISTENING COMPREHENSION
MEAN & MEDIAN



to see how well the students would have done after the entire ten week program. Due to certain dates that the SAT test must be given the author was unable to compare these results after the ten week implementation, however, there was an increase seen after only five weeks of a listening program so an increase would also be expected after ten weeks of implementation. Further implementation of this program is suggested and then results compared again.

The author expected, at the conclusion of the ten week implementation, that the teacher would show a 50 percent increase in reading stories aloud to students per week. At the onset of implementation, the teacher averaged a read aloud story twice per week. The teacher said that it was difficult to fit storytime in schedule and did not have enough time in the school day. By the culmination of the practicum, the teacher saw the importance of storytime in regard to listening and felt that the listening program increased students' listening skills. The checklist which evaluated the listening skills of the children in the class before and after implementation showed improvement on being able to listen quietly without interruption, in following directions and in asking questions and sharing personal experiences which were

relevant to the story content. The students also became less restless after implementation of the listening program (see Table 2). The teacher also observed improvement in some areas after implementation on the self-evaluation checklist. The teacher became more aware of using proper speech to enhance interest in listening, gave the children a purpose for listening and checked listening comprehension more frequently (see Table 3). The teacher said that a daily storytime would take place in the classroom from now on and saw how storytime could be a part of the curriculum. There was an increase of 150 percent, which was 100 percent above the expected increase. The author anticipated the teacher to increase reading aloud to students by only one day per week, but the increase was three days per week. This shows that the teacher sees the importance of increasing listening skills through daily storytime. The author visited the teacher this year and daily storytime is still going on in the classroom. This is partly due to the listening program implemented last year and also to a new program, the Whole Language, which half of the faculty at the target school are partaking in. Whole Language is a holistic approach to teaching that is becoming a

Table 2
Results of Teacher Self Evaluation Checklist
(X=before O=after)

	Y	S	N
1) Do I provide conditions that encourages good listening?	X/O		
2) Do I listen to my students?	X/O		
3) Am I a good listener?		X/O	
4) Do I use proper speech (tone, pitch, volume and speed) to enhance an interest in listening?	O	X	
5) Do I provide opportunities for teaching listening throughout the day?	X/O		
6) Do I give the children a purpose for listening?	O	X	
7) Do I help my students realize the importance and value of being a good listener?	X/O		
8) Do I check comprehension of the children's listening ability?	O	X	
9) Do I have a program in my class in which listening skills are consistently taught and practiced?	O	X	
10) Do I feel listening is a skill and should be taught separately?	X/O		
11) How many books per week do I read to my students?	2 before/ 5 after		
Y=yes S=sometimes N=no			

Table 3
Results of Teacher Evaluation Checklist of Students
(X=before O=after)

	1	2	3	4	5
1) Do students get ready for listening (eyes focused on speaker)?	X/O				
2) Do students show verbal or non-verbal responses where appropriate (laughs, smiles, nods)?	X/O				
3) Do students become restless?			X	O	
4) Are they actively listening?	X/O				
5) Are they able to listen quietly without interrupting?		O	X		
6) How well do the students follow directions?	O		X		
7) How often must I repeat instructions?		X/O*			
8) Are the students accurate in giving recall information and description?	X/O				
9) Do students ask relevant questions about content?	O		X		
10) Do students share personal experiences which are relevant to content?	O	X			

1-most of the time 2-often 3-occassionally
4-seldom 5-can't tell

*Teacher always repeats instructions twice.

part of many schools. In the Whole Language approach to instruction, teachers use a wide variety of literature. Ferguson (1988) suggests that shared reading (teacher reading to students 20 to 40 minutes a day) is an important part of the Whole Language. Books are chosen with a theme and then children share feelings or elaborate on story parts. The theme is used throughout the day in all areas of the curriculum -- reading, spelling, literature and expressive language, writing, math, social studies, science and health. The target teacher is among one of the teachers using the Whole Language approach to learning and continues to read aloud to students every day for at least 20 minutes. The teacher was able, after ten weeks of implementation, to see an improvement of self and a difference in the students' listening skills when storytelling and other listening activities were incorporated into the curriculum.

Finally, parent involvement was observed through a questionnaire and weekly monitoring sheets. According to Sullivan (1988) parents reading aloud to their children at home helps teachers promote better listening abilities. In order to keep track of parents reading every night to their children, a monitoring sheet was sent home on a weekly basis. The

sheet required the parents to sign, date and give title of story read. This started the second week of implementation and was a part of the students daily homework assignment. However, only an average of 37.5 percent of the students returned the weekly monitoring sheets. That was a 12.5 percent difference below the expected 50 percent. Out of the 24 students, an average of nine students returned their weekly monitoring sheets, three students less than what was expected. The author hoped that at least 12 students would return their weekly monitoring sheets (see Table 4). There could be several reasons for such a low percentage of returns on the weekly monitoring sheets. Even though the author rewarded students who returned their weekly monitoring sheets, there was no control over subjects. Students also forgot sheets, lost sheets, or said parents would not sign due to not being home. Therefore, the author could not do a qualitative analysis on these results. Surprisingly enough, 21 students out of 24 returned the questionnaire. A high percentage return which is unusual for questionnaires. The questionnaire was sent home to the parents to fill out at the beginning of implementaion. The questionnaire was a closed form in which the questions permitted the parents to choose

Table 4
Monitoring Sheets Results

Pupil	Weeks								
	1	2	3	4	5	6	7	8	9
1			X	X			X	X	
2		X		X	X	X			X
3		X					X		
4									
5									
6					X				
7	X	X	X	X	X	X	X	X	
8		X		X			X		X
9						X		X	
10							X		
11	X	X	X	X	X	X	X		X
12	X	X	X		X	X			
13									
14	X	X	X	X	X	X	X	X	X
15									
16		X		X		X			X
17	X	X	X	X	X		X		
18		X							X
19									
20	X	X	X		X	X	X	X	
21	X	X	X	X					
22					X	X	X		
23	X	X	X	X		X	X	X	X
24									
25	X				Withdrew				
26					Withdrew				
Totals	9	13	9	10	9	10	11	6	7

a certain response. All questions pertained to specific information about reading at home. The results of the questionnaire state that 11 parents read to their children four to seven times a week, nine parents read to their children one to three times a week and only one parent never read to their child. Interestingly, almost half of the parents were already reading to their child at least five times a week before implementation. Besides parents, others in family also read to children. Why then were the weekly monitoring sheets not turned in? As stated above there are many reasons for such a poor response. One other interesting factor noticed on the questionnaire results was that only five parents took their children to the public library on a weekly basis and 16 parents never took their children to the public library. A visit to the public library weekly might aid in parents reading to their children more often. According to the questionnaire, reading seemed to be important in each of the students homes which seems to be important for success to occur in learning (see Table 5).

Overall, the findings of this practicum suggest that reading aloud to children on a regular basis is beneficial in increasing students listening skills.

Table 5
Results of Parent Questionnaire

	O	S	N
1) Do I read aloud to my child?	11	9	1
2) Do others read to my child?	5	12	4
3) Do I ask questions after story is read?	11	8	2
4) Do I enjoy reading?	14	7	0
5) Do I have enough leisure time to read?	8	10	3
6) Does my child see me read?	11	8	2
7) Do I have magazines and other reading materials in my house?	19	0	2
8) Do I take my child to the library?	2	3	16
9) Does my child look at books by himself/herself?	16	3	2

O-often (4-7 times a week)

S-sometimes (1-3 times a week)

N-never (0 times a week)

Teachers should, therefore, make reading aloud every day to their children an integral part of their curriculum.

CHAPTER V
RECOMMENDATIONS

The plans for making this strategy ongoing are two-fold. First, since improvement occurred, the author thought it necessary to have a workshop with the fellow teachers at the target school site. The school houses teachers in grades kindergarten through five. The workshop was held at the beginning of the school year at a faculty meeting. The workshop was short and discussed the importance of listening in the school's curriculum and offered teachers ideas on how to be good listeners and how to encourage good listening in the classroom. Teachers were encouraged to read to students every day, even if for only 15 minutes a day, in order to improve students' listening skills. The author discussed with the principal the idea of a schoolwide reading aloud time which could be implemented into the curriculum to make it mandatory for all teachers to read aloud to students during a certain time of the day. The principal liked the idea but it has not been implemented yet. Teachers were also encouraged to come to the library to check out books. Classic books are always a good choice. The author would be more than happy to help the teachers

choose the right read aloud book for class. Trelease's (1989) and Oppenheim, Brenner and Boegehold's (1986) books are available for teachers to borrow to help choose the right read aloud books for a particular grade level. Kindergarten through grade two teachers were encouraged to have some kind of listening center set up in classrooms. Ideally, all grades should have a listening center in classrooms but the school is not equipped to do this. Handouts on the do's and don'ts of reading aloud, books they like and book ideas were given to the teachers (see Appendix I).

The second plan is to send a copy of the handbook of teacher resources and annotated bibliography of read aloud books (see Appendix H) to the supervisor of library media services in the county. Hopefully, this will be passed on to the other media specialists in the county and teachers in the county will have access to ideas for increasing listening skills in the classroom.

These two plans are small, but if only one child benefits, the results will be worthwhile.

REFERENCES

- Abelleira, Patsy G. (1987). Listening instruction: a program for first grade students. (Report No. PS 016-961). Miami, Florida: Nova University, Center for Advancement of Education. (ERIC Document Reproduction Service No. ED 287 615)
- Borg, Walter R. (1987). Applying educational research a practical guide for teachers. New York: Longman.
- Burley-Allen, M. (1982). Listening: the forgotten skill. New York: Wiley.
- Cliatt, M. P. and Shaw, J. M. (1988). The storytime exchange: ways to enhance it. Childhood Education, 54 (5), 293-98.
- Devine, T. G. (1982). Listening skills schoolwide. Urbana, Illinois: National Council of Teachers of English.
- Edleston, Charlotte. (1987). A program of games and activities to increase listening and attentional skills in kindergarten children. (Report No. PS 017-275). Miami, Florida: Nova University, Center for Advancement of Education. (ERIC Document Reproduction Service No. ED 292 586)
- Ferguson, Phyllis. (1988). Whole Language: A global approach to learning. Instructor.

- Goss, B. (1982). Listening to language: an information processing perspective. (Report No. CS 503-799). Annual Meeting Southern Speech Communication Association. (ERIC Document Reproduction Service No. ED 188 129)
- Listening Skills Handbook. (1981). (Report No. CS 504 307). Illinois: Decatur Public Schools District 61. (ERIC Document Reproduction No. ED 232 236)
- Lundsteen, Sara W. (1985). Listening and story structure in books for young children. (Report No. CS 209 499). Paper presented at the Annual Meeting of the International Listening Association in Orlando, Florida. (ERIC Document Reproduction Service No. ED 264 587)
- Nessel, Denise D. (1985). Storytelling in the reading program. The Reading Teacher, 38 (4), 378-81.
- Neville, Mark A. (1959). Listening is an art: practice it. Elementary English, 36, 226.
- Nichols, Ralph G. & Stevens, Leonard A. (1957). Are you listening? New York: McGraw-Hill.
- Oppenheim, Joanne F., Barbara Brenner & Betty D. Boegehold. (1986). Choosing Books For Kids. New York: Ballantine Books.

Pearson, P. David & Fielding, Linda. (1982).

Research update: listening comprehension.

Language Arts, 59, 617-29.

Plattor, Emma. (1987). Callaborative action research

in listening: staff development and the teaching

of oral language. (Report No. CS 211-040). Paper

presented at the International Oracy Convention in

Norwich, England. (ERIC Document Reproduction

Service No. ED 290 167)

Plourde, Lynn. (1985). CLAS: Classroom listening

and speaking K-2. (Report No. EC 190 624). Maine

State Dept. of Educational and Cultural Services,

Augusta. (ERIC Document Reproduction No. ED 275

099)

Rankin, Paul T. (1928). The importance of listening.

English Journal, 19, 623-30.

Sparkman, Brandon & Sparks, Donette. (1986). Grade 1

Test-Taking Tactics. Georgia: The Right

Combination.

Steil, L. (1984). Listen and learn: improving

listening across the curriculum. Curriculum

Review. 13-16.

Sullivan, Joyce L. (1988). Reading aloud to children

and its effect on their attention span. (Report

No. CS 009 082). New Jersey: Kean College,

- Master's Thesis. (ERIC Document Reproduction No. ED 292 077)
- Swanson, Charles H. (1986). Teachers as listeners: an exploration. Paper presented at the 7th Annual Convention of the International Listening Association.
- Teale, William. (1986). Teachers reading to their students: different styles, different effects? (Report No. CS 008 466). Paper presented at the annual meeting of the Southwest Regional Conference of the International Reading Association in San Antonio, Texas. (ERIC Document Reproduction Service No. ED 269 754)
- Trelease, J. (1988). The New Read-aloud Handbook. New York: Penguin Books.
- Williams, Constance M. (1986). What research says about the effect of oral reading on reading achievement. (Report No. CS 008 539). (ERIC Document Reproduction No. ED 274 947)
- Wilt, Miriam E. (1950). A study of teacher awareness of listening as a factor in elementary education. Journal of Educational Research, 43 (8), 626-36.

BIBLIOGRAPHY

- Brundage, Barbara. "He had a dream...and Hialeah was born out of the wilderness". Home News, Sept. 12, 1975, pp. 2, 20.
- District and School Profiles 1988-1989. Dade County Public Schools.
- Dixon, Wilfrid and Massey, F.J. (1957). Introduction to Statistical Analysis. New York: McGraw-Hill Book Co., Inc. p. 418 (Table A-10b).
- Rand McNally Commercial Atlas and Marketing Guide. 1988, p. 127.
- Reed, Ted. "City of Hialeah is on the fast track". Miami Herald, Jan. 23, 1989, p. 19 (Business Monday).
- Siegel S. (1956). Nonparametric Statistics. New York: McGraw-Hill Book Company. (Table G).

APPENDICES

Appendix A
Sample pre- and post test

LISTENING SKILLS

Teacher says: "We are going to listen to some stories. I will place the test sheets on your desk, face down. Do not turn them over until I tell you to do so." (Place sheets on pupils' desks.)

"Now, turn your sheets over. Look at the title at the top of the page. It says 'Listening Skills'. I want you to listen to the things I read and then, mark your answers carefully. I will read everything one time only, so listen very carefully."

(Before reading the example, walk around the room to make sure all children are on the correct page.)

Teacher says: "Look at the first group of pictures and listen carefully to find out what kind of pet Pedro might choose."

Pedro's birthday is next week. His mother and father said he could choose any present that he wanted. His friend told him to pick a puppy, but Pedro can't have one because he lives in an apartment. He decided instead to choose a small, quiet pet that doesn't take up much room.

Fill in the bubble above the picture that shows the pet Pedro might choose. What pet would Pedro choose? Yes, the fish is the correct answer. Fill in the bubble above the fish.

1. Now move over to box 1. Listen to this story.

LISTENING SKILLS (continued)

Kangaroos are animals that live in Australia. There are more than fifty kinds of kangaroos, and they are all rather strange looking. They eat grass and small shrubs while standing on all four legs. However, a kangaroo always jumps on its two hind legs when it wants to go somewhere.

Fill in the bubble above the picture that shows what a kangaroo would eat.

2. Now move down to box 2 and listen.

Kelly loves Saturdays. There are lots of things she likes to do. One thing is eat hamburgers at her friend's home. Another thing she likes to do is ride her skateboard on the sidewalk.

Fill in the bubble above the picture that shows what Kelly might have for lunch on Saturday.

3. Move to box 3. Listen and try to decide what I am describing.

Warm, friendly. Licks my face to show his love.

Fill in the bubble above the picture of what I just described.

4. Move to box 4 and listen.

Harold bought his friend, Jeremy, a baseball bat for his birthday. After he had it wrapped at the store, he proudly carried it over to his friend's home, just in time for the party.

Fill in the bubble above the gift Harold gave Jeremy.

5. Move to box 5 and listen to this story about a dog show.

A dog show is an interesting event. People can see many different kinds of dogs. Before a dog can be judged, its owner combs it very carefully. The judge looks at each dog closely. The one dog that is judged to be the best of all wins a ribbon.

Fill in the bubble above the dog that is about to be in the show.

Turn to the next page and fold your page so that you can see box 6.

LISTENING SKILLS (continued)

6. Now put your finger on box 6. When I finish reading, fill in the bubble above the correct picture to complete the sentence. Listen to this sentence.

The needles on a pine tree are like an oak tree's _____.

7. Move to box 7 and listen carefully.

The Furillo family moved into their new home. Mr. and Mrs. Furillo brought their children in their car. A truck from the furniture store brought the Furillo's new furniture, and some men put it in the house.

Fill in the bubble that shows how the chairs got to the house.

8. Move to box 8 and listen to this story about bees and honey.

People have eaten honey for thousands of years. Honey is made by honeybees. The bees make honey from nectar, the sweet juice found in flowers. Some people get honey from trees, where the wild bees keep their honey. But now most of our honey comes from bees that live in manmade hives built especially for them.

Fill in the bubble above the picture of something bees use to make honey.

9. Now find box 9 and listen to this story.

An aquarium is an indoor home for water plants and animals. Glass walls make it easy for people to watch the animals swim in the aquarium.

Fill in the bubble above the picture of something you might find in an aquarium.

10. Move to box 10 and listen carefully.

One night while everyone was sleeping, Smoky, the cat, had kittens. She had two solid white kittens and one black and white kitten. We were so surprised the next morning!

Fill in the bubble above the picture that shows all of Smoky's kittens.

11. Move to box 11 and listen carefully.

Francisco decided to make a paper airplane. First, he folded the paper in half. Then he folded the front two corners down.

LISTENING SKILLS (continued)

Last he folded the top sides down to make his plane fly better.

Fill in the bubble above the picture that shows what Francisco did first.

Turn to the next page. Fold the page back so that box 12 is showing.

12. Now find box 12 and listen to this riddle.

I can often be found in a tree. I am made of twigs, mud, and other things. I am a home for birds.

Fill in the bubble above the picture that is the answer to the riddle.

13. Move to box 13. Listen to this story.

Baskets are made by weaving such things as twigs and straw together. Baskets were made a long time ago. We use baskets today to carry things in, but baskets have served other purposes in the past. Baskets have been used for hats, to catch fish, and big baskets have also been used as boats.

Fill in the bubble above the picture that shows what some baskets are made of.

14. Move to box 14 and listen to this story.

Father Bear and Baby Bear were fishing at the lake one day. Along the road came a girl riding on something Baby Bear had never seen before. It had two shining wheels, and it moved quite fast. "I'd like to ride one of those," sighed Baby Bear, "but I don't guess bears ever do that." "Oh, yes," said Father Bear, "I'll teach you."

Fill in the bubble above the picture that shows what the bears were doing at the lake.

15. Move to box 15 and listen.

Our school is very nice. We have trees outside our windows. All of them are small because we just planted them. Sometimes we get to go outside and play in the grass. At other times, we play in the gym.

LISTENING SKILLS (continued)

Fill in the bubble above the picture of the school you just heard about.

16. Move to box 16 and listen to this story.

Linda has a pony named Star. He has a white spot between his eyes. When Linda gets older, her dad is going to let her enter Star in the pony show.

Find Linda's pet and fill in the bubble.

17. Move to box 17 and listen.

Lorenzo has to have his tonsils out. He is not afraid because his mother works at the hospital. His mother is not a doctor, but she does help make people feel better. She looks pretty in her uniform.

Can you find the picture of Lorenzo's mother at work? Fill in the bubble.

Turn the page so that box 18 shows.

18. Now find box 18 and listen.

Tina went to the zoo with her friend. They did many fun things. They bought some peanuts for the monkeys. They saw an elephant spray water and a bear wave. It was a very fun day.

Fill in the bubble above the picture of the animal that Tina fed at the zoo.

19. Now move to box 19 and listen.

Kate's mother gave her some things to do. First, she asked her to rake the yard. Then, she asked her to go to the store. On her way back home, Kate stopped by the library.

Fill in the bubble above the picture that shows what Kate might have gotten at the last place she stopped.

20. Move to box 20 and listen.

Karen told Jim he could play with her red wagon if she could play with his yo-yo.

Fill in the bubble above the picture that shows what Karen wanted to play with.

LISTENING SKILLS (continued)

21. Move to box 21 and listen.

Matthew likes to eat pizza, his sister likes to eat soup, and their mother likes to eat hotdogs. "Tonight," said Dad, "I'm going to cook what mother likes to eat."

Fill in the bubble above the picture of what the family had for supper.

22. Now move to box 22 and listen.

Will has been sick a few days. He is feeling better now and decided he wanted to go outside to play. When he asked his mother, she told him to be careful and not run and get too hot.

Fill in the bubble above the picture that shows what Will should do outside.

23. Move to box 23 and listen.

Michael's birthday is today. He is four years old. His mother made a birthday cake for him and let him blow out all the candles.

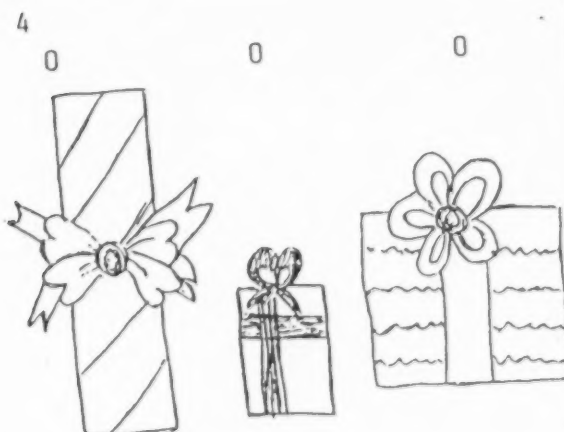
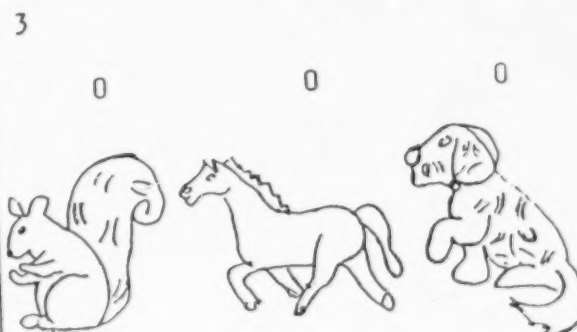
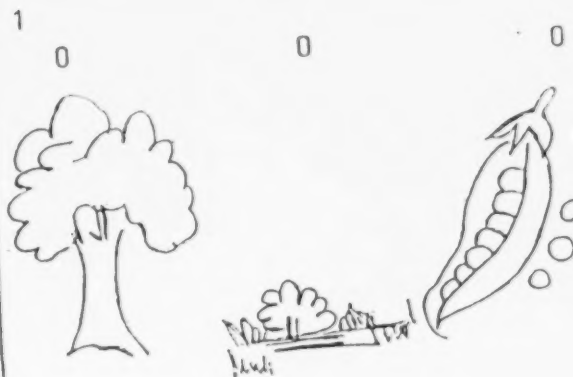
Fill in the bubble above the picture of Michael's birthday cake.

Lay your pencil down."

NAME _____

LISTENING SKILLS

EXAMPLE



37

60

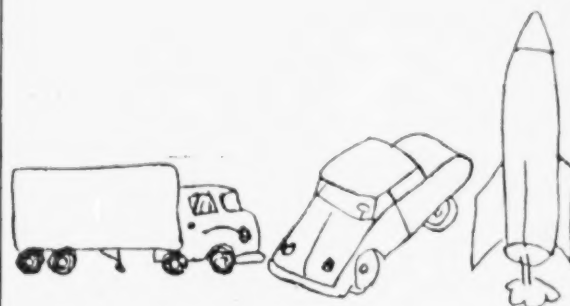
LISTENING SKILLS

NAME _____

6 0 0 0



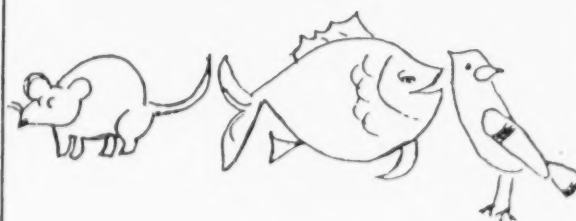
7 0 0 0



8 0 0 0



9 0 0 0



10 0 0 0



11 0 0 0



GO

LISTENING SKILLS

NAME _____

12

0

0

0

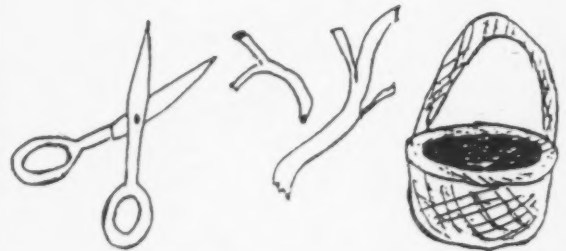


13

0

0

0



14

0

0

0



15

0

0

0



16

0

0

0



17

0

0

0



LISTENING SKILLS

NAME _____

18

0

0

0



19

0

0

0



20

0

0

0



21

0

0

0



22

0

0

0



23

0

0

0



STOP

Appendix B
Teacher Self-evaluation Checklist

Appendix B

	Y	S	N
1) Do I provide conditions that encourages good listening?			
2) Do I listen to my students?			
3) Am I a good listener?			
4) Do I use proper speech (tone, pitch, volume and speed) to enhance an interest in listening?			
5) Do I provide opportunities for teaching listening throughout the day?			
6) Do I give the children a purpose for listening?			
7) Do I help my students realize the importance and value of being a good listener?			
8) Do I check comprehension of the children's listening ability?			
9) Do I have a program in my class in which listening skills are consistently taught and practiced?			
10) Do I feel listening is a skill and should be taught separately?			
11) How many books per week do I read to my students?			
Y=yes S-sometimes N=no			

Appendix C
Teacher Evaluation Checklist of Students

Appendix C

1 2 3 4 5

- 1) Do students get ready for listening (eyes focused on speaker)?
- 2) Do students show verbal or non-verbal responses where appropriate (laughs, smiles, nods)?
- 3) Do students become restless?
- 4) Are they actively listening?
- 5) Are they able to listen quietly without interrupting?
- 6) How well do the students follow directions?
- 7) How often must I repeat instructions?
- 8) Are the students accurate in giving recall information and description?
- 9) Do students ask relevant questions about content?
- 10) Do students share personal experiences which are relevant to content?

1-most of the time 2-often 3-occassionally
 4-seldom 5-can't tell

Appendix D
Weekly Monitoring Sheet

Appendix D
Weekly Monitoring Sheet

_____ Parents' signature	_____ Date	_____ Story read
_____ Parents' signature	_____ Date	_____ Story read
_____ Parents' signature	_____ Date	_____ Story read
_____ Parents' signature	_____ Date	_____ Story read
_____ Parents' signature	_____ Date	_____ Story read

Appendix D
Informe Semanal

Firma de padre/madre a encargado	Fecha	Historia o cuento leído
-------------------------------------	-------	----------------------------

Firma de padre/madre a encargado	Fecha	Historia o cuento leído
-------------------------------------	-------	----------------------------

Firma de padre/madre a encargado	Fecha	Historia o cuento leído
-------------------------------------	-------	----------------------------

Firma de padre/madre a encargado	Fecha	Historia o cuento leído
-------------------------------------	-------	----------------------------

Firma de padre/madre a encargado	Fecha	Historia o cuento leído
-------------------------------------	-------	----------------------------

Appendix E
Parent Letter

Appendix E

Dear Parents,

Good listening skills are very important for your child's success in learning. A listening program will be implemented in your child's class to improve listening. I am asking you to help me with this program.

Take 15 minutes a night to read orally to your child (a story from a book, magazine or newspaper). After reading, ask your child questions about the story for comprehension.

A record sheet will be sent home weekly to record the date and story read. A weekly visit to the public library is encouraged. Thank you in advance for your cooperation.

Sincerely,

Mrs. Fischer
Media Specialist

Appendix E

Queridos Padres,

La habilidad de los niños para escuchar es de suma importancia para que puedan aprender bien y ligero. Se va a comenzar un programa en la clase de su hijo/hija para ayudarlos a mejorar la capacidad de escuchar correctamente. Yo necesito la ayuda de todos ustedes para lograr el éxito del programa. Esta ayuda consiste de lo siguiente:

- 1) Leer a su hijo/hija todas las noches por 15 minutos. Esta lectura puede ser de un libro, una revista, o del periodico.
- 2) Despues de leer, hagale preguntas acerca de lo leído.
- 3) Una visita semanal a la biblioteca seria recomendable.

Una forma sera mandada todos los semanas a la casa, donde ustedes van a marcar que cosas han hecho con sus hijos. Muchas gracias por su cooperacion.

Sinceramente,

Mrs. Fischer

Appendix F
Parent Questionnaire

Appendix F

The following is a questionnaire about reading. Please check the appropriate box for each question.

O S N

- 1) Do I read aloud to my child?
- 2) Do others read to my child?
- 3) Do I ask questions after story is read?
- 4) Do I enjoy reading?
- 5) Do I have enough leisure time to read?
- 6) Does my child see me read?
- 7) Do I have magazines and other reading materials in my house?
- 8) Do I take my child to the library?
- 9) Does my child look at books by himself/herself?

O-often (4-7 times a week)

S-sometimes (1-3 times a week)

N-never (0 times a week)

Appendix F

Este es un cuestionario sobre lectura. Favor de marcar en el espacio apropiado la contestacion correcta para cada pregunta.

S	A	N
---	---	---

- 1) Le leo en voz alta a mi hijo/hija?
- 2) Alguien mas le lee a mi hijo/hija?
- 3) Hago preguntas a mi hijo/hija de la lectura?
- 4) Me gusta leer?
- 5) Tengo tiempo suficiente para leer?
- 6) Me ve mi hijo leer?
- 7) Tengo revistas y material de lectura en mi casa?
- 8) Llevo a mi hijo a la biblioteca?
- 9) Lee por su cuenta mi hijo/hija?

S-siempre (4-7 veces semanales)

A-a veces (1-3 veces semanales)

N-nunca (0 veces semanales)

Appendix G
Sample Activities



Betsy Bear

This is Betsy Bear, Busy's twin sister. She loves Busy very much and tries to help when he gets in trouble. Betsy is a good listener — most of the time!

Remember to listen carefully as I read the directions.

1. Color Betsy's dress pink — except for the bow.
2. Color the bow on her dress blue.
3. Color her body brown and her nose black.
4. Color her shoes black — except for the bows.
5. Color Betsy's bows to match the bow on her dress.
6. Draw 2 flowers. Color them yellow with orange centers.
7. Betsy loves flowers. Draw one in her paw. Color it any color you choose.
8. Color the sky blue and the grass green.
9. Write your first name in the lower left corner of the page.



LISTENING SKILLS 5

This is the fifth in a series of six *Scholastic News Pilot* Listening Skills Builders—all of which contain stories and related questions to give children practice in listening.

In answering the questions, pupils show how well they can listen for specific details and still understand the overall subject of the paragraph. The questions deal with the following:

- Questions 1-3: Recalling specific facts or details
Question 4: Finding the main idea

Before you read the stories, write "A," "B," and "C" in large letters on the chalkboard. Pass out paper and have each child write his or her name and the date on it. Or if you prefer, pupils might just answer the questions orally and you can discuss them together.

Say: I am going to read a story. Then I'll ask you some questions about it. I'll read three answers for each question. If you think the first one is correct, write "A" beside the number of the question. If you think the second one is correct, write "B." If you think the third one is correct, write "C." You do not have to write any words. Now listen carefully.

Read the story and then read the questions followed by the three possible answers. The correct answers are given in bold type. Point to "A" as you read the first answer, to "B" as you read the second answer, and to "C" as you read the third answer. Remind pupils to write the number of the question and "A," "B," or "C."

Story 1

"Do you hear those sounds?" asked Steve. "I think I hear a piano."

"It is a piano," answered Ann. "Is your little sister playing it?"

Just then Steve's father shouted, "Get off that piano!" Steve's kitten jumped off the piano and ran away.

- Who did Ann think was playing the piano?
(A) Steve
(B) **Steve's sister**
(C) Steve's father
- Who shouted?
(A) Ann
(B) Steve
(C) **Steve's father**
- What was making the piano sounds?
(A) Steve's puppy
(B) **Steve's kitten**
(C) Steve's sister

- What is this story mostly about?
(A) **sounds from a piano**
(B) the meow of the kittens
(C) children playing

Story 2

Yesterday Alice rode on a train for the first time. Looking out the window, she saw some mountains, valleys, and a big river. Then she saw some flying geese. "Riding on a train can be fun," Alice laughed. "I'd like to do it again."

- What did Alice see out the window?
(A) **a river**
(B) a lake
(C) a pond
- What did Alice see in the air?
(A) turkeys
(B) robins
(C) **geese**
- How did Alice feel?
(A) tired
(B) **happy**
(C) angry
- What is this story about?
(A) a ride on a boat
(B) a ride on a plane
(C) **a ride on a train**

A Game to Play

Suggest that several children stand behind a small screen or bookshelf. Have one of the hidden children speak, while the rest of the class tries to identify the speaker. Have the child who guesses correctly replace the speaker behind the screen.

The next *Scholastic News Pilot* Listening Skills Builder will appear in the May 6 issue of the Teachers' Edition.

A Look Ahead

March 18, 1983
Fads

Listening Exercise D

Purpose: The *Weekly Reader* Listening Program is designed to improve the listening skills of each child in the class. The exercises help to identify children who need practice in developing listening skills and to help children improve listening comprehension.

Directions: Make a copy of the **answer sheet on the next page** for each child. Give each child a copy of the page and a crayon. Say: "I am going to read a story to you. Then I will ask some questions. You will mark the pictures that answer the questions. Listen carefully."

Read the story aloud. Then read each question to the children, giving them time after each question to mark their answers.

Evaluation: Collect the papers. Then review each question and answer with the class. Give additional practice in listening to those who missed one or more questions. Keep a record of each child's progress.

The Puppet Show

Our class rode a school bus today.

We went to a puppet show.

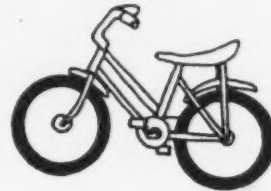
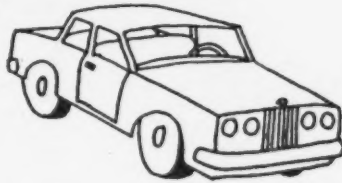
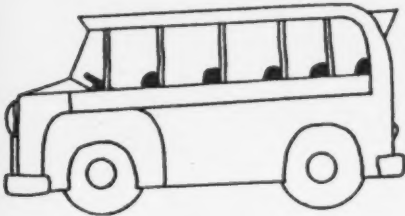
First we saw a puppet that looked like a bird.

The second puppet was a kitten that said, "Meow."

When the puppet show ended, we made our own puppets from socks.

Listening Exercise D

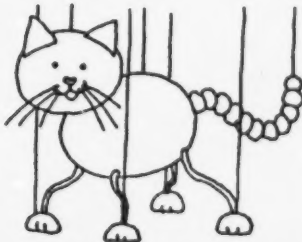
1. How did the children get to the puppet show?



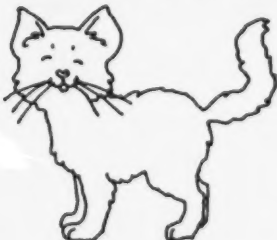
2. What did the first puppet look like?



3. What did the second puppet look like?



4. The children made their own puppets after the show.
What were those puppets made from?



Write your name here:



Listening Exercise F

Purpose: The *Weekly Reader* Listening Program is designed to help you improve the listening skills of each child in your class.

Directions: Make copies of this page for your children. Give each child a copy and a pencil or a crayon. Say: "I am going to read a story to you. Then I will ask you some questions. You are to mark the picture to answer each

question." Tell children that some questions may have more than one answer.

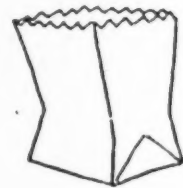
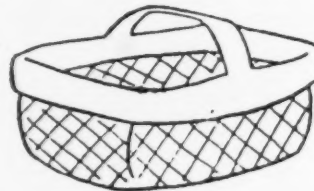
Evaluation: Be sure each child has his/her name on the paper. Collect the papers. Then review each question with the class. Additional practice in listening is recommended for children who miss one or more questions.

Zip Picnics at the Beach

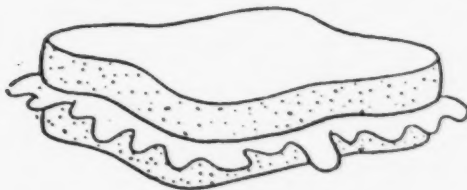
Zip, Nip, and B.J. packed lunch in a basket. They went to the beach and had a picnic.

Zip was hungry. He ate a sandwich and a banana. Nip ate cheese and grapes. B.J. ate a sandwich, a banana, and a big bunch of grapes.

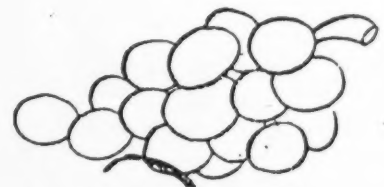
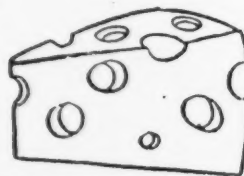
1. What was lunch packed in?



2. What did Zip eat?



3. What did Nip eat?



**Page 25 Listen and Draw**

Describe an object or animal. Children draw the answer in box 1. Continue for boxes 2, 3, and 4. Make up your own descriptions or use these.

■ I am round.

I am made of rubber.

I bounce.

You can throw me.

■ I have a round body.

I have eight legs.

I spin a web.

■ I am up in the sky.

I shine a bright light.

I make the day warm.

You cannot see me at night.

■ I have 4 wheels.

I have a handle.

You can pull your toys in me.

■ I am small and furry.

I say "meow."

I am a good pet.

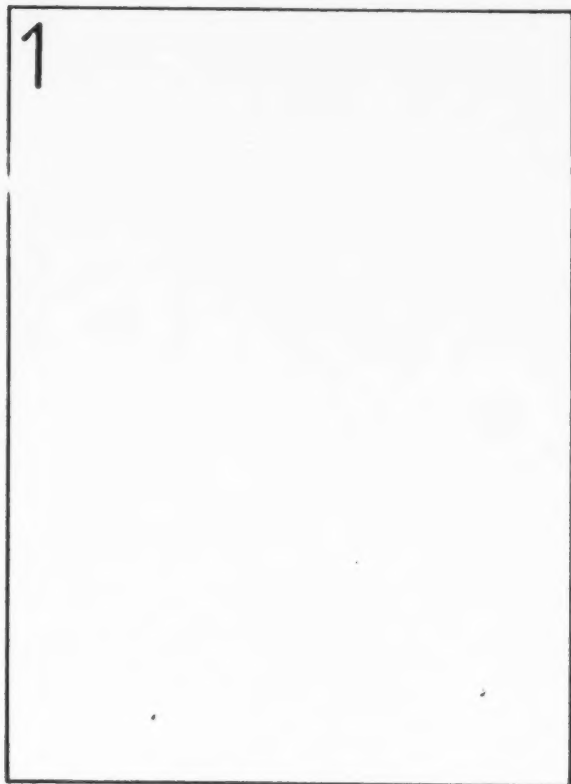
■ I am red on the outside and white inside.

I have seeds in the middle.

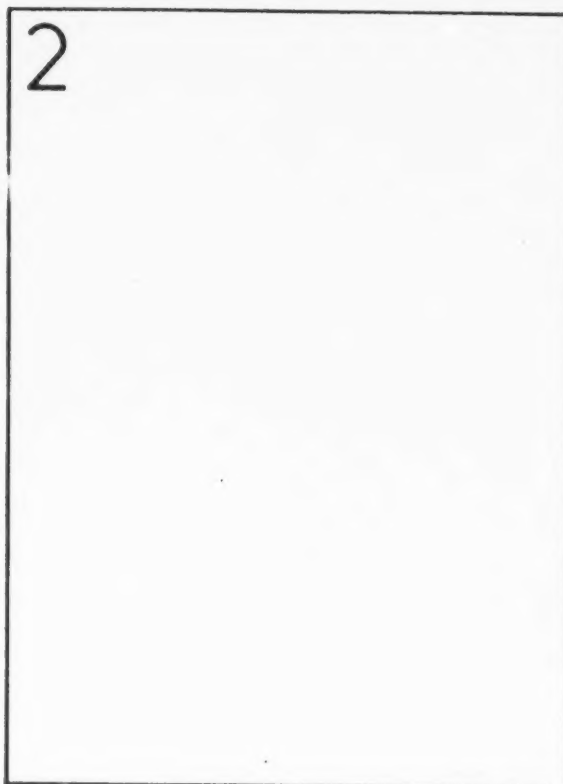
I taste good.

Listen and Draw

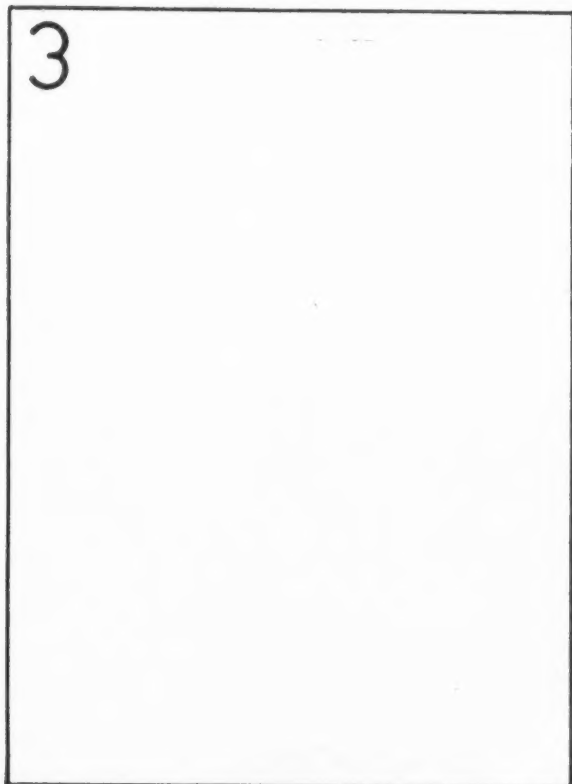
1



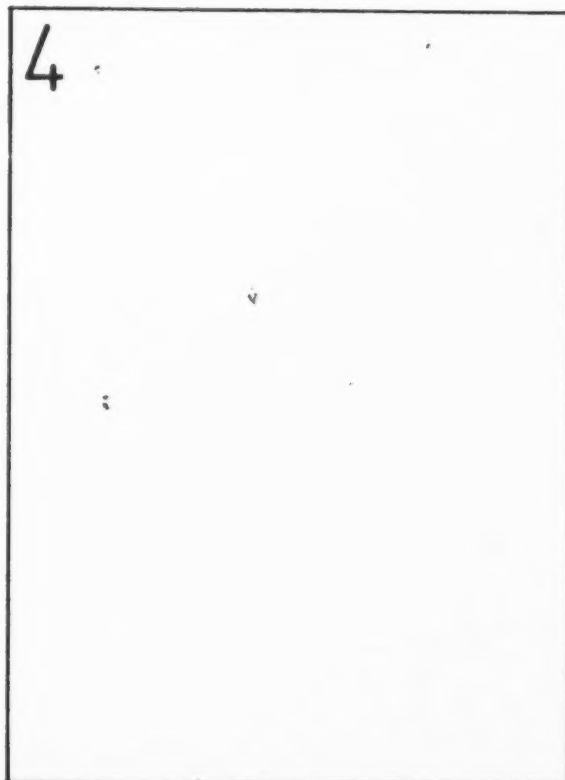
2



3



4



ORAL DIRECTIONS

94

WATCH THE BIRDIE!—page 3

Color the tallest bird blue.

Color the fattest bird purple.

Color the bird that is sleeping green.

Color the bird with the longest tail red.

Color the bird that is flying orange.

Color the bird with the longest beak yellow.

WHAT'S WORKING?—page 8

Draw a line from X to Z, then from Z to J.

Draw a line from J to M, then from M to W.

Draw a line from W to R, then from R to D.

Now go from D to Q, then Q to N.

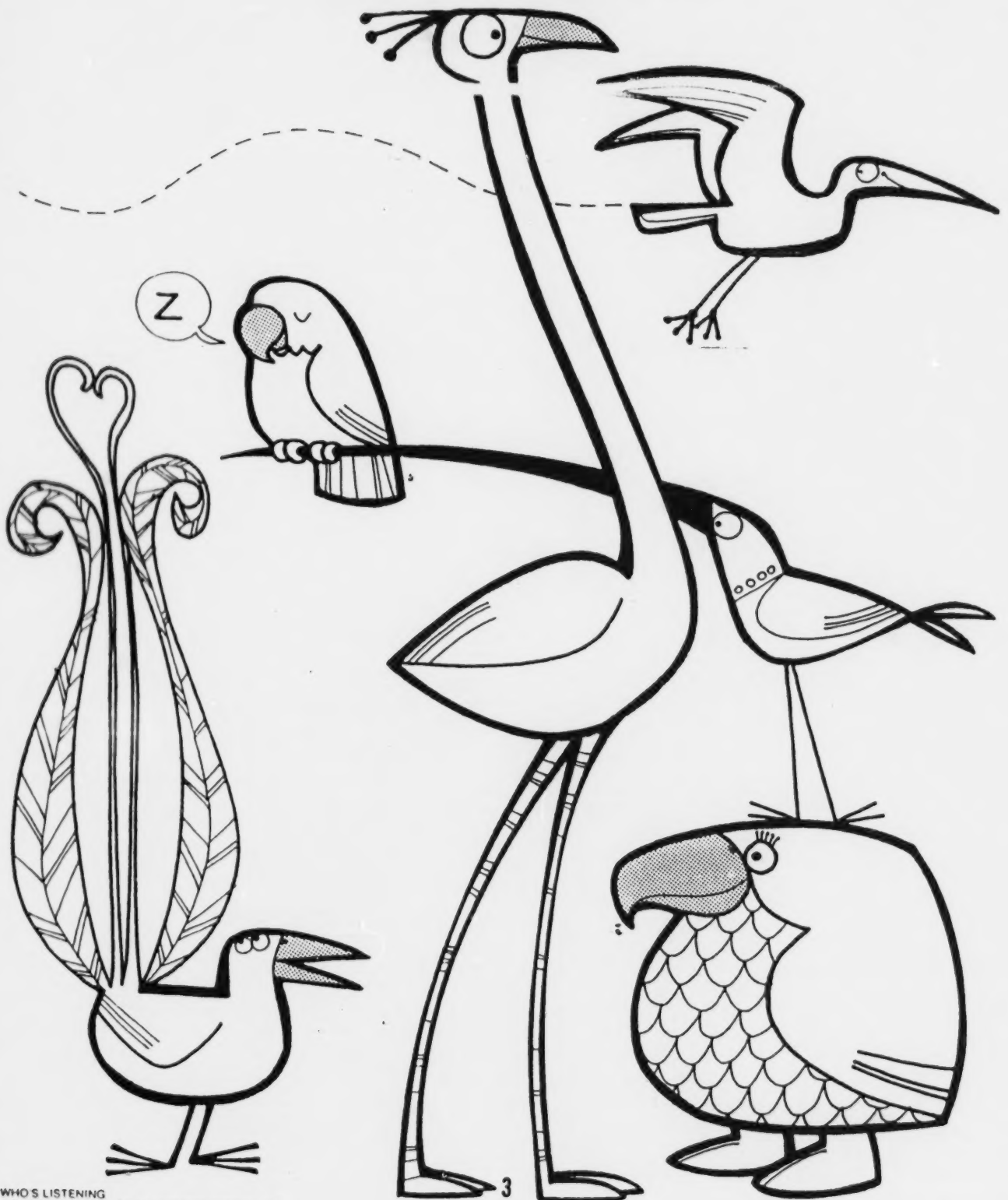
Go from N to T, and T to B.

Go from B to Y, and Y to A.

Go from A to F, then F to L.

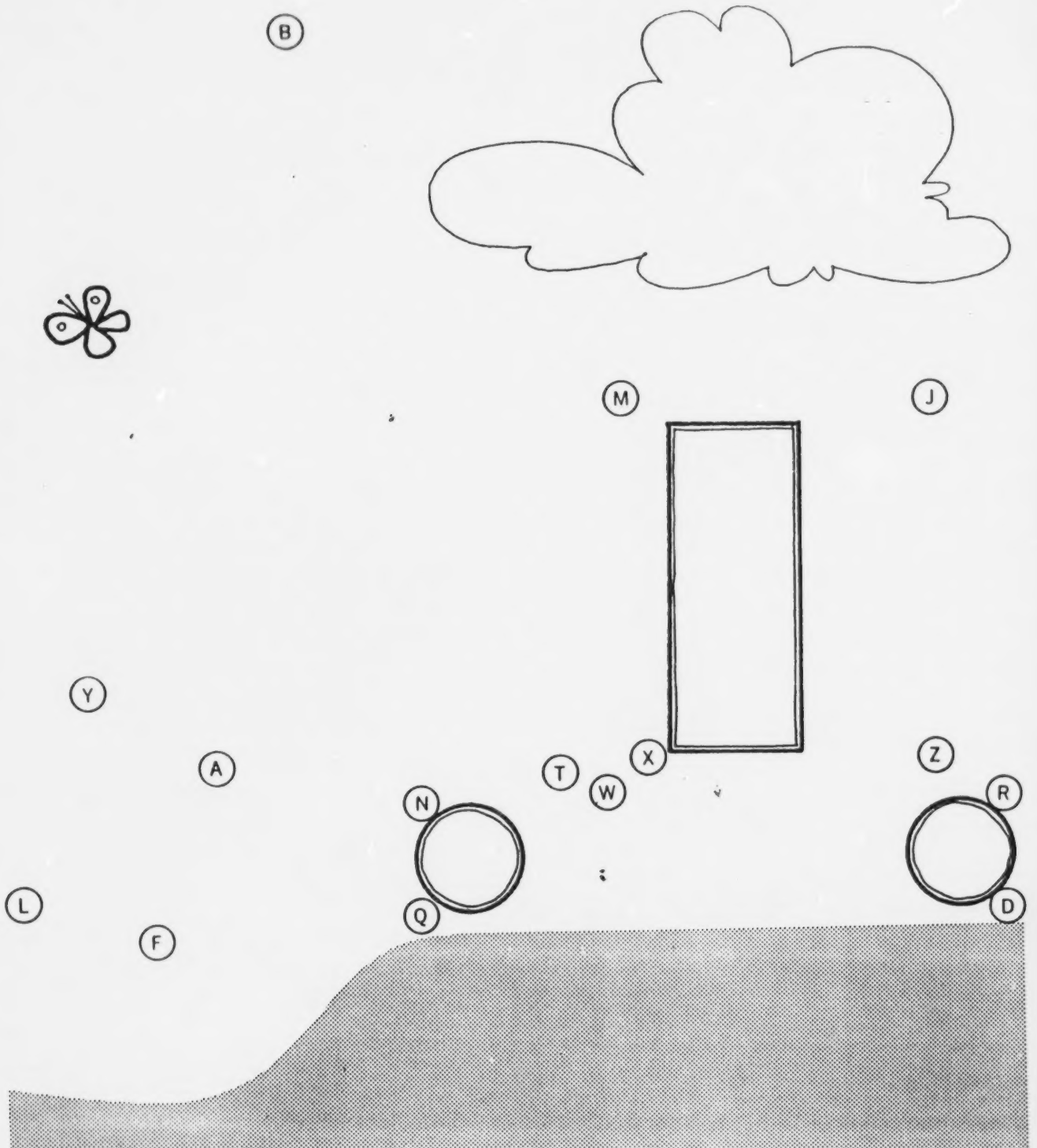
Now go from L back to Y.

WATCH THE BIRDIE



WHO'S LISTENING
COPYRIGHT ©1981—THE LEARNING WORKS, INC

WHAT'S WORKING?



Listening for Details

Story 1

Judy picked some beautiful flowers. There were many blooming in her backyard. Some were pink and some were red. The center of each flower was round and black. It was also fuzzy to touch. Judy took the flowers to her mom.

Circle your answers.

1. What was the girl's name in this story? (Judy)
 2. How did the middle of each flower feel? (fuzzy)
 3. Where were the flowers growing? (backyard)
 4. Who did Judy take the flowers to? (Mom)
-

Story 2

Brad went to the zoo with his brother. It was a sunny day. They saw many animals. One animal was furry and white. He had a short tail and big paws.

Circle your answers.

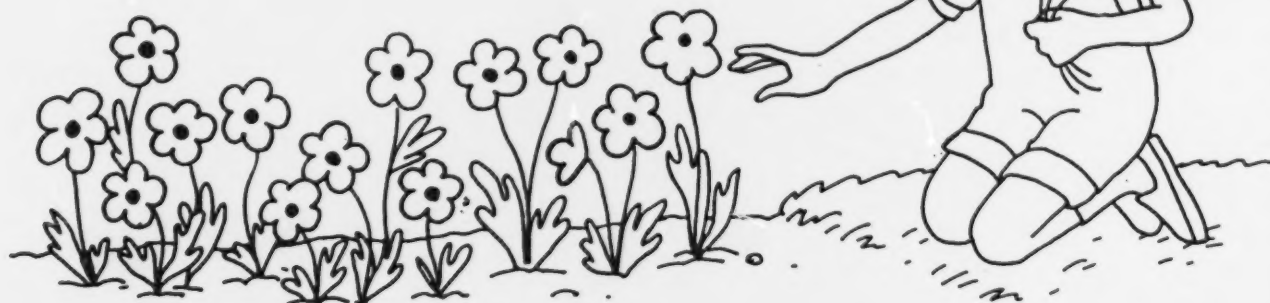
1. Which word tells what kind of day it was? (sunny)
 2. Who went to the zoo with Brad? (his brother)
 3. What word describes the animal they saw? (furry)
 4. What kind of animal was it? (polar bear)
-

Story 1 Listening for Details

Total Correct _____

Circle your answers.

- | | | |
|-----------|----------|---------|
| 1. Ann | Beth | Judy |
| 2. fuzzy | red | sticky |
| 3. school | backyard | park |
| 4. Mom | Dad | Grandma |

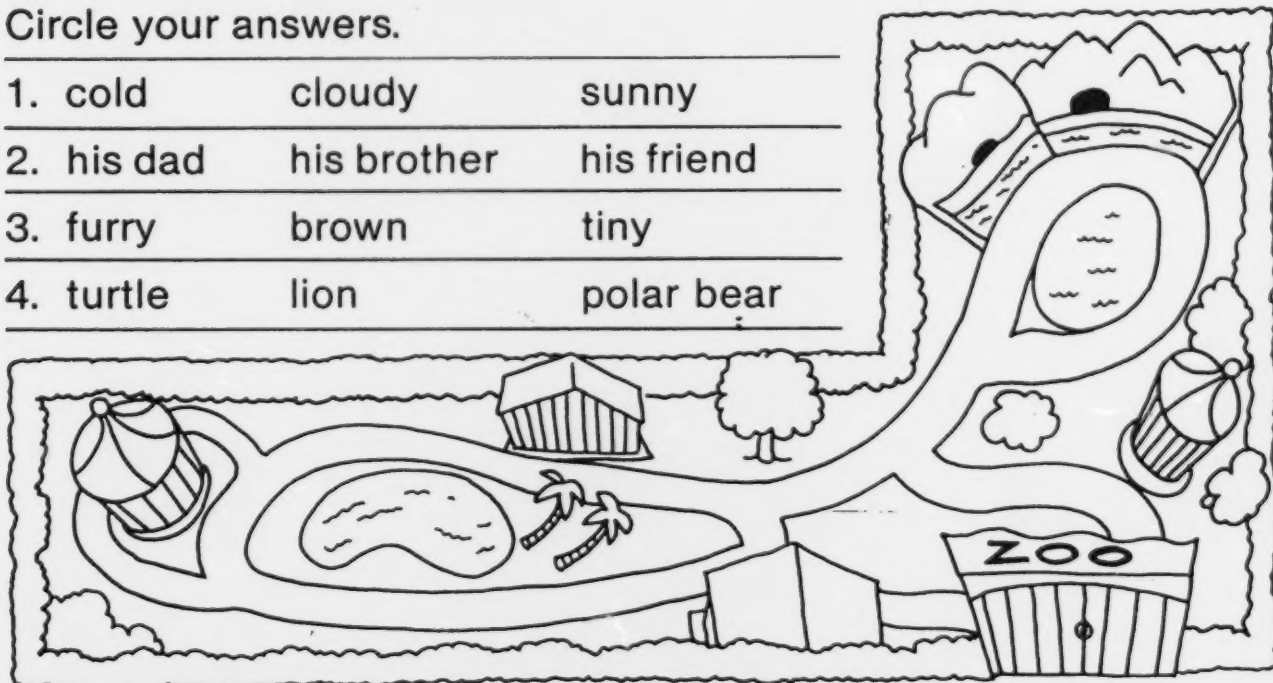


Story 2 Listening for Details

Total Correct _____

Circle your answers.

- | | | |
|------------|-------------|------------|
| 1. cold | cloudy | sunny |
| 2. his dad | his brother | his friend |
| 3. furry | brown | tiny |
| 4. turtle | lion | polar bear |



Daisy Duck

This is Daisy the duck. She is yellow. Daisy has on a blue hat. She is going to the zoo. There she will see Betsy the bear.

What is Daisy?

What color is the duck?

What is on her head?

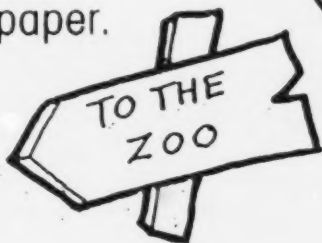
What color is her hat?

Where is Daisy going?

Whom will she see?

Color Daisy the duck.

Draw a picture of Betsy on the back of your paper.



Story 13

Nicki asked her friend, Susie, to come to a barbeque with her family that night at the beach. The campfire was bright and Nicki wanted to show Susie how to make S'mores. First, Nicki toasted a marshmallow slowly over the fire. When it was lightly browned, Nicki put it on a graham cracker square. Next, she put a small square of chocolate over the warm marshmallow. Finally, Nicki covered the chocolate square with another graham cracker. Mmmmmm . . . time to enjoy!

Number your answers 1, 2, 3, 4 to show the correct order of events.

- ___ 4 ___ covered the chocolate with a graham cracker
- ___ 1 ___ toasted the marshmallow
- ___ 3 ___ covered the marshmallow with chocolate
- ___ 2 ___ put the marshmallow on the graham cracker

Story 14

Amber wanted to make a surprise cake for her mother's birthday. First, Amber made cake batter from a cake mix. Then she poured the batter into the greased cake pan. As the cake baked in the oven, Amber made the frosting. After the cake was done, Amber let it cool on the counter before she frosted it. Amber's mom thought the cake was a wonderful surprise!

Number your answers 1, 2, 3, 4, and 5 to show the correct order of events.

- | | |
|--|-------------------------------------|
| ___ 2 ___ pour batter into the greased pan | ___ 4 ___ let the cake cool |
| ___ 5 ___ put the frosting on top | ___ 3 ___ bake the cake in the oven |
| ___ 1 ___ make the cake batter | |

Story 13 Listening for Sequence

Total Correct _____

Number your answers 1, 2, 3, 4 to show the correct order of events.

_____ covered the chocolate with a graham cracker

_____ toasted the marshmallow

_____ covered the marshmallow with chocolate

_____ put the marshmallow on the graham cracker

**Story 14 Listening for Sequence**

Total Correct _____

Number your answers 1, 2, 3, 4, 5 to show the correct order of events.

_____ pour the batter into the greased pan

_____ put the frosting on top

_____ make the cake batter

_____ let the cake cool

_____ bake the cake in the oven

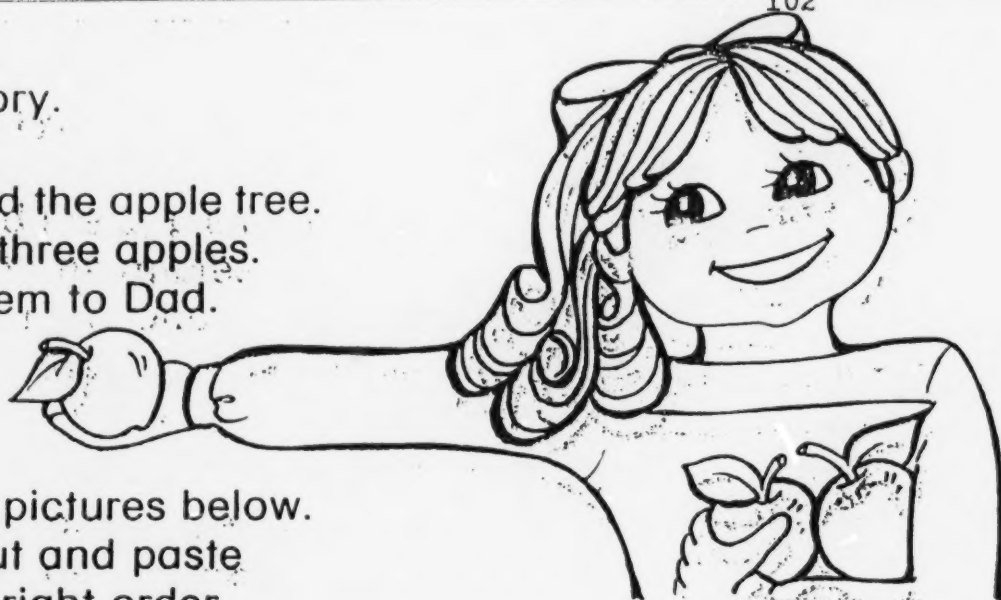


Name _____

102

Read the story.

Beth climbed the apple tree.
She picked three apples.
She took them to Dad.



Look at the pictures below.
Cut them out and paste
them in the right order.

--	--	--

1

2

3

Cut



Appendix H
Handbook

Appendix H

Resources For TeachersBooks

Armstrong, Beverly. Who's Listening. Learning Works, Inc., 1981.

The exercises in this book help improve listening skills through oral directions. The worksheets in this book were used at the listening center.

Borba, Michele and Ungaro, Dan. Bookends. Illinois: Good Apple, Inc., 1982.

A book which contains activities, centers, contracts and ideas to enhance childrens literature.

Bremer, Paula. Reading Comprehension. Missouri: Instructional Fair, Inc., 1984.

Stories in this book were read orally and students answered detail questions.

Chirinian, Helene. Sequencing. California: Frank Schaffer Publications, 1983.

A book of duplicating masters of sequencing pictures. A story was read orally, then the students cut and paste a set of three pictures in the correct order.

Dey, Denny and Grimm, Gary. Storytelling. Illinois: Good Apple, Inc, 1979.

A book containing many stories to tell orally without pictures. Develops creative thinking and listening skills.

Even, Sara Jane. Locating Information. Missouri: Milliken Publishing Co., 1981.

This is a duplicating masters book which reinforces locating information from a story. Stories in this book were read orally and answered orally.

Jasper, Dr. James M. and Morgan, Edith. Developing Listening Skills. Illinois: Good Apple, Inc., 1981.

Activities designed to teach or reinforce listening skills are in this book.

Knoblock, Kathleen. Literature Activity Book-School Time. California: Frank Schaffer Publications, Inc., 1989.

A theme-based literature activity book designed to provide teachers with materials to teach language skills through literature.

Moore, JoEllen and Tryon, Leslie. Listening Skills. Evan-Moor Corp., 1987.

This book contains activities, games and worksheets to provide practice in listening skills.

Owens, Cheryl. Learning To Listen. California: Creative Teaching Press, Inc., 1988.

This resource book teaches students to listen attentively to stories. Each story is followed by questions that require students to identify details, facts and information. Worksheets in this book were used at the listening center.

Quackenbush, Lee. Listening Skills. Missouri:

Milliken Publishing Co., 1983.

A fun book for students to follow oral directions as they improve their listening skills. Worksheets in this book were used at the listening center.

School Board of Seminole County. Read Aloud.

Florida: Dept. of Curriculum Services, 1989.

The do's and don'ts of reading aloud.

Stangl, Jean. Paper Stories. California: David S.

Lake Publishers, 1984.

Make paper cutouts while you tell a story. The children love to listen to these paper stories.

Streb, Judith A. Lessons In Reading Comprehension.

Ohio: Zaner-Bloser, Inc., 1981.

Stories in this book were read orally and students answered detail questions.

Weekly Reader. (K edition). Connecticut: Field

Publications, 1987.

The listening skills exercises were used at the listening center.

Records

Color Me a Rainbow. Oklahoma: Melody House.

Songs/activities which follow directions as students learn their colors-"Color Me Clever", "Color Concoctions" and "Hide and Go Seek".

Fun and Games. New Jersey: Peter Pan Records.

Children follow directions to songs-"Hokey Pokey" and "Bunny Hop".

Getting To Know Myself. New York: Activity Records, Inc., 1972.

Activities to let children become aware of themselves-"Sammy", "Touch" and "Turn Around".

Raindrops. Oklahoma: Melody House.

Activities for rainy days-"A Birds Quest", "Turn Around, Stamp the Ground, Clap Your Hands" and "If You're Happy and You Know It".

We All Live Together. Volumes 1, 2 and 3.

California: Youngheart Records, 1975, 1978 and 1979.

Rhythm and movement songs emphasize listening and doing-"Loop 'D Loo", "Listen and Move", "If You're Happy and You Know It" and "Simon Says".

Read Aloud Books

Grades K-2

The following two books are excellent for choosing

good read aloud books for young children. A must for every teacher.

Oppenheim, Joanne F., Barbara Brenner and Betty D.

Boegehold. Choosing Books For Kids. New York:

Ballentine Books, 1986.

Trelease, Jim. The New Read-Aloud Handbook. New

York: Penguin Books, 1988.

The following is a list of recommended books, record/books, flannelboard books, read along books, filmstrips, films and records which were used during implementation.

Listening Books

Carlson, Bernice W. Listen! And Help Tell the Story.

New York: Abingdon Press, 1965.

This story enables the children to supply sound effects.

Elgin, Kathleen. The Human Body: The Ear. New York:

Franklin Watts, Inc., 1967.

A nonfiction book explaining the importance of hearing and the functions of the ears.

Fisher, Aileen. Listen, Rabbit. New York: Thomas Y.

Crowell Co., 1964.

A poetic story about a boy telling a rabbit the many things a very still animal with good ears can hear.

Geisel, Theodor. Horton Hears a Who! New York:
Random House, 1954.

Horton, the elephant, believes that even the
smallest beings have a right to be heard.

Guilfoile, Elizabeth. Nobody Listens To Andrew.
Chicago: Follett, 1957.

Andrew tries to tell adults that there really is a
bear in his bed and no one listens to him.

Hurd, Thacher. Mama Don't Allow. New York: Harper
and Row, 1984.

Miles' new saxophone is making too much noise and
driving everyone crazy.

Hutchins, Pat. Good-Night, Owl! New York:
Macmillan, 1972.

An owl is kept awake all day by the noises of the
animals that live in his tree.

McGovern, Ann. Too Much Noise. New York: Scholastic
Book, Inc., 1967.

A tale about an old man who gets rid of his noisy
animals.

Peterson, Jeanne W. I Have a Sister. My Sister Is
Deaf. New York: Harper & Row, 1977.

A girl tells about how she lives with her five-year
old deaf sister and how they both cope with her
deafness.

Rand, Ann. Listen! Listen! New York: Harcourt
Brace and World, 1970.

Children guess the different sounds in this book.

Sequence Books

Bishop, Claire Huchet and Weise, Kurt. The Five
Chinese Brothers. New York: Coward-McCann, Inc.,
1938.

A tale about how five identical Chinese brothers
help each other show their innocents.

Sandburg, Carl. The Wedding Procession Of the Rag
Doll and the Broom Handle and Who Was In It. New
York: Harcourt Brace and World, Inc., 1922.

Who was in the wedding procession of the rag doll
and the broom handle?

Tresselt, Alvin. The Mitten. New York: Lothrop, Lee
and Shepard, 1964.

An old Ukrainian folktale about a lost mitten
inhabited by forest animals.

Viorst, Judith. Alexander and the Terrible, Horrible,
No Good, Very Bad Day. New York: Aladdin Books,
1972.

Nothing goes right for Alexander on one particular
day.

Books In General

Aliki. Digging Up Dinosaurs. New York: Thomas Y.

Crowell, 1981.

A nonfiction book about dinosaurs.

Allard, Harry and Marshall, James. Miss Nelson Is Missing. New York: Houghton Mifflin Co., 1977.

Miss Nelson cannot control her class. She disappears and the wicked Miss Viola Swamp substitutes the class.

Bemelmans, Ludwig. Madeline. New York: Viking Press, 1939.

Madeline is rushed to the hospital to have her appendix taken out.

Brown, Marc. Arthur's Eyes. Boston: Little Brown and Co., 1979.

Arthur gets glasses and all the children at school tease him. He decides to lose his glasses and then ends up in the girls restroom.

Brown, Margaret Wise. The Runaway Bunny. New York: Harper and Row, 1942.

Little bunny wanted to run away but mother bunny was always there-love prevails.

Claret, Maria. The Chocolate Rabbit. New York: Barron's Educational Series, Inc., 1985.

Thanks to Bertie Rabbit, we now have chocolate rabbits in the stores at Easter time.

Craven, Carolyn and de Paola, Tomie. What the Mailman

Brought. New York: G.P. Putnam's Sons, 1987.

While William is sick and cannot go to school, a mysterious mailman brings him unusual packages every day.

dePaola, Tomie (retold). Strega Nona. New York: Simon & Schuster Inc., 1975.

Big Anthony disobeys and touches Strega Nona's spaghetti pot. What a mess!

Disney, Walt. Mickey and the Beanstalk. New York: Random House, 1973.

Mickey Mouse is Jack in this classic fairytale about what happens with the magic beans Mickey gets.

Donnelly, Liza. Dinosaur Day. New York: Scholastic, Inc., 1987.

A boy and his dog love dinosaurs. One day they go out in the snow and think they see dinosaurs under every lump of snow.

Freeman, Don. Corduroy. New York: Viking Press, Inc., 1968.

Corduroy is a toy bear who lives in a department store. He has a lost button on his corduroy overalls and thinks no one will want him.

Freeman, Don. A Pocket For Corduroy. New York: Viking Press, 1978.

This book is about Corduroy's adventures when he was left at the laundromat.

Gantos, Jack. Rotten Ralph's Show and Tell. Boston: Houghton Mifflin Co., 1989.

Ralph brings show and tell to school.

Graham, Margaret Bloy. Be Nice To Spiders. New York: Harper and Row, 1967.

Billy left his pet spider, Helen, at the zoo because he was not allowed to have pets at his apartment. The spider helps the zoo.

Joyce, William. Dinosaur Bob and His Adventures With the Lizardo Family. New York: Harper and Row, 1988.

The Lizardo family brings a dinosaur home from Africa and Dinosaur Bob proves that he can be the best pet in spite of some initial mishaps.

Kroll, Steven. Happy Mother's Day. New York: Holiday House, 1985.

Everyone in the family pitches in to surprise Mom on Mother's Day.

Mosel, Arlene (retold). Tikki Tikki Tembo. New York: Henry Holt and Co., 1968.

A legend of how Chinese people changed from giving their first born sons extremely long first names to short names.

Noble, Trinka Hakes. The Day Jimmy's Boa Ate the Wash. New York: Dial Books for Young Readers, 1980.

Jimmy brings his pet boa constrictor on a class trip to the farm and the boa gets into everything.

Noble, Trinka Hakes. Jimmy's Boa Bounces Back. New York: Dial Books for Young Readers, 1984.

Meggie's mother brings the boa to her garden club meeting with terrible results.

Rey, H. A. Cecily G. and the 9 Monkeys. Boston: Houghton Mifflin Co., 1942.

A lonely giraffe named Cecily G. had no one to play with and the nine monkeys had no place to live.

They get together and have lots of fun.

Saunders, Susan (retold). Puss In Boots. New York: Scholastic, Inc., 1989.

A French tale about a clever cat and a very lucky young man.

Selsam, Millicent E. and Hunt, Joyce. A First Look At Spiders. New York: Walker and Co., 1983.

A nonfiction book about spiders.

Slobodkina, Esphyr. Caps For Sale. New York: Scholastic Inc., 1940.

A tale of a cap seller, some monkeys and their monkey business.

Record/Books

Flack, Marjorie. The Story About Ping. New York:
Viking Press, 1933.

Ping did not want to get spanked so he did not go home. This story is about his adventures in the Yangtze River of China.

McGovern, Ann (retold). Stone Soup. New York:
Scholastic Inc., 1968.

A tale about a soldier and how he made soup with three stones. This was used as a sequence story.

Potter, Beatrix. Tale of Peter Rabbit. New York:
Frederick Warne and Co., 1902.

This is the tale about Peter Rabbit who disobeys his Mother and goes into Mr. McGregor's garden.

Flannelboard Books

Horn, Lois and Jackson, Marilyn. Fingerplay and Flannelboard Fun. "Listening Elf". New Jersey:
New Jersey Association for Education for Young Children.

An elf with three pairs of ears that hear different kinds of sounds visits the school. What kind of ears will he put on?

Noel, Karen G. Cut and Color Flannel Board Stories-Book #3. "Easter Rabbit". Minnesota:
T.S. Denison & Co., 1985.

The Easter Rabbit had a sore paw and couldn't paint the Easter eggs. His friends decide to help him.

Read Along Books

These books were used in the listening center.

Crampton, Gertrude. Scuffy the Tugboat and His Adventures Down River. Wisconsin: Golden Press, 1979.

Daly, Kathleen N. Four Little Kittens. Wisconsin: Golden Press, 1979.

Holaves, Sharon. Pano the Train. Wisconsin: Golden Press, 1975.

Holl, Adelaide. New Friends For the Saggy Baggy Elephant. Wisconsin: Golden Press, 1975.

Pogue, Kate Emery. Fritzie Goes Home. Wisconsin: Golden Press, 1979.

Stack, Nicolette Meredith. Corky's Hiccups. Wisconsin: Golden Press, 1968.

Filmstrips

Berenstain, Stan and Jan. The Bears' Picnic. New York: Random House Educational Media, 1974.

Everywhere the Berenstain Bears have a picnic something happens. This filmstrip was as a sequence story.

Holiday Aventures of the Lollipop Dragon. "Mother's Day Surprise". Ohio: Lollipop Dragon Productions,

Inc., 1971.

Lollipop Dragon surprises his mother for Mother's Day.

Kipling, Rudyard. Rikki Tikki Tavi. Connecticut: Xerox Films, 1974.

A mongoose is saved from a storm and taken in by the family. In turn, the mongoose protects them from the cobras. The children love this delightful story.

Films

How the Camel Got His Hump. Coronet, 1984.

A lazy camel spent all day admiring himself rather than working.

How the Whale Got His Throat. Learning Corporation of America/MTI, 1970.

Describes how the whale got such a large throat but can only eat tiny fish.

Wilbur's Story. Films Inc., 1976.

Wilbur is saved from the butcher by his friend Charlotte, the spider, who weaves words into her web.

Records

Channing, Carol. Madeline and Other Bemelmans

Stories. "Madeline's Rescue". New York: Caedmon Records.

Madeline fell into the Seine and was rescued by a dog. However, the boarding school would not let Madeline keep the dog.

Ives, Burl. The Best Of Burl's For Boys and Girls.

"I Know An Old Lady". Decca Records.

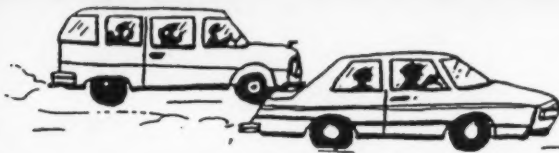
A sequence story about an old lady who swallowed a fly but kept on swallowing other animals to catch the fly.

Karloff, Boris. The Ugly Duckling and Other Tales.

New York: Caedmon Records.

Poor Ugly Duckling! No one wants him and everyone laughs at him. But one day something wonderful happens. This was used as a sequence story.

Appendix I
Handouts To Teachers



THE DO'S AND DON'TS OF READ ALOUD

"READ ALOUD" 1989-90



Myrna J. Waters
Coordinator of Elementary
Reading and Language Arts

Department of Curriculum Services

The School Board of Seminole County
1211 Melrose Avenue
Sanford, Florida 32771

Robert W. Hughes
Superintendent

Marion Dailey
Assistant Superintendent
for Instructional Services



DO

- Begin reading to children as early as possible. The younger you start, the better! Remember that the art of listening doesn't just happen; it must be cultivated gradually.
- Read to the class as often as time allows. Try to set aside a certain time each day.
- Vary the length and subject matter of your reading.
- Occasionally read above the children's intellectual level and challenge their minds.
- Allow your listeners time to settle down and adjust their bodies and minds to the story. Mood is an important factor in listening.
- Your head should be above the heads of your children so that your voice can reach each child.
- Use expression when reading. Adjust your pace to fit the story. During a suspenseful part, slow down. Reading aloud effectively requires practice.
- If you are presenting a picture book, make sure the children can see the pictures. Remember that even sixth grade students love a good picture book occasionally.
- Follow through with your reading. If you start a book, continue it on a regular basis.
- Allow time and opportunity for discussion following your reading.
- Bring the author as well as the book to life. Make opportunity to tell your listeners something about the author.
- Use visual aids whenever possible. For example, have a bowl of blueberries during or after reading Robert McCloskey's *Blueberries For Sale*.



REASONS TO READ ALOUD

- provides a model of skillful oral reading
- exposes listener to various forms of literature
- expands vocabulary base
- provides the opportunity to build mental images while listening
- enriches general knowledge
- develops a sense of story
- motivates listeners to refine their own reading skills
- adds pleasure to the day

DON'T

- Don't read stories that you don't enjoy yourself. Your dislike will show in the reading.
- Don't overwhelm your listeners—rather, challenge them. Consider the intellectual, social, and emotional level of your audience in making a read-aloud selection.
- Don't select a book that many of the children have seen or heard on television. Once a story's plot is known, much of the interest is lost.
- Don't be fooled by awards. Just because a book won an award doesn't guarantee that it will make a good read-aloud.
- Don't continue reading a book once it becomes obvious that it was a poor choice. Set it aside and choose another.
- Don't get too comfortable while reading. Stay alert!
- Don't feel you must retell every book to classwork (if you are a teacher).
- Don't impose interpretations of a story upon your audience. A simple narrative can be enjoyable.
- Don't be unnerved by questions during the reading, particularly from very young children. Answer their questions patiently.
- Don't read long descriptive passages until the child's imagination and attention span are capable of handling them. They may be shortened or eliminated. Pre-reading is necessary to identify such passages.
- Don't confuse quantity with quality. Reading to your child for ten minutes, giving your full attention and enthusiasm, may be more impressive than a longer period of television viewing.
- Don't use the book as a threat: "If you don't pick up your room, no story tonight." When the book becomes a weapon, children's positive attitudes about books turn negative.
- Don't forget . . . Reading: Once you start, you'll never want to stop.

TIPS FOR READING ALOUD SUCCESSFULLY

- ☐ Read aloud every day.
- ☐ Read material yourself before reading it aloud.
- ☐ Make yourselves comfortable (relax and enjoy).
- ☐ Vary the reading material.
- ☐ Dramatize the text.
- ☐ Talk with children about what you are reading.

BOOKS THEY LIKE ¹²¹

First Grade

Bailey, Carolyn, *The Little Rabbit Who Wanted Red Wings*, Platt & Munk.
 Gag, Wanda, *Millions of Cats*, Coward & McCann.
 McCloskey, Robert, *Make Way for Ducklings*, Viking.
 Potter, Beatrix, *The Tale of Peter Rabbit*, Warne.
 Slobodkin, Louis, *Caps for Sale*, W.R. Scott.

First and Second Grades

Bemelmans, Ludwig, *Madeline*, Viking.
 Bishop, Claire, *The Five Chinese Brothers*, Coward & McCann.
 Duvoisin, Roger, *Petunia*, Knopf.
 Duvoisin, Roger, *Veronica*, Knopf.
 Flack, Marjorie, *The Story About Ping*, Macmillan.
 Fatio, Louise, *The Happy Lion*, Whittlesey.
 Freeman, Lon, *Dandellon*, Viking.
 Lindgren, Astrid, *The Tomten*, Coward & McCann.
 Sendak, Maurice, *Where the Wild Things Are*, Harper & Row.
 Silverstein, Shel, *The Giving Tree*, Harper & Row.
 Steig, William, *Sylvester and the Magic Pebble*, Simon.
 Tworkoy, Jack, *The Camel Who Took a Walk*, Dutton.
 Zion, Gene, *Harry the Dirty Dog*, Harper & Row.

Third Grade

Edmonds, Walter D., *The Matchlock Gun*, Dodd, Mead.
 Kipling, Rudyard, *Just So Stories*, Doubleday.
 Lionni, Leo, *Tico and the Golden Wings*, Pantheon.
 Lionni, Leo, *Swimmy*, Pantheon.
 Seuss, Dr., *The 500 Hats of Bartholomew Cubbins*, Vanguard.
 Wilder, Laura Ingalls, *Little House on the Prairie*, Harper & Row.

Fourth, Fifth and Sixth Grades

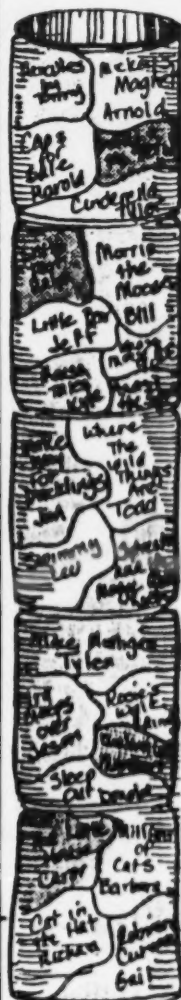
Barrie, J.M., *Peter Pan*, Walt Disney Classics, Grosset & Dunlop.
 Blume, Judy, *Freckle Juice*, Yearling.
 Dahl, Roald, *Charlie and the Chocolate Factory*, Knopf.
 Defoe, Daniel, *Robinson Crusoe*, Charles Scribner's Sons.
 DuBois, William, *The Twenty One Balloons*, Viking.
 Grahame, Kenneth, *The Wind in the Willows*, Scribner.
 Lewis, C.S., *The Lion, the Witch, and the Wardrobe*, Macmillan.
 MacDonald, Betty, *Mrs. Piggle Wiggle*, Lippencott.
 MacDonald, Betty, *Mrs. Piggle Wiggle's Farm*, Lippencott.
 Milne, A.A., *Winnie the Pooh*, Dutton.
 Norton, Mary, *The Borrowers*, Harcourt.
 Rockwell, Thomas, *How to Eat Fried Worms*, Watts.
 Seredy, Kate, *The Good Master*, Viking.
 O'Dell, Scott, *Island of the Blue Dolphins*, Houghton Mifflin.



IDEA: Arrange a time each week for the principal to read to the class.

BOOK IDEAS 122

There are so many things you can do to help promote an enjoyable book climate, as well as make books meaningful to children. Here are a few ideas to try:



FOR ESPECIALLY FUN BOOK PROJECTS YOU COULD

...start a **CLASS BOOK TOWER** by stacking boxes or ice-cream cartons on top of one another. Each time someone finishes a book he may add his name and the book title to the tower.

...decorate the classroom by making **LARGE STUFFED PILLOWS** of storybook characters.

...have a **READING PARTY** and invite guests in to see all the special book projects as well as listen to everyone read a special favorite part from his favorite story.

...have a **CLASS CAMPAIGN FOR THE "BEST BOOK."** Each group can design their own campaign posters, bumper stickers and campaign buttons, as well as have campaign speeches on why everyone should vote for their choice of the favorite book.

...have a **BOOK EXCHANGE.** Everyone can bring in a book from home he no longer wants and exchange it with a friend.

...join a class **BOOK CLUB.**

...visit a **BOOKSTORE.** Everyone can bring money from home to buy a new book together.

...have everyone write his own books. See "How to Make a Book" in this chapter. Invite the school librarian and principal to the room. They will view the books and decide which books are the **CALDECOTT** (best illustrated) and the **NEWBERY** (best written) **AWARD WINNERS** in the class. Special ribbons can be given.

...**WRITE A LETTER** to your favorite classroom artist or illustrator.

...visit a **PRINTING SHOP** or a **PUBLISHING HOUSE** to see how books are made.

...start a **READING GARDEN** in your room. Each time someone finishes a book he may make a colorful paper flower and pin it to a bulletin board or above the chalkboard. On the flower write the book title and the child's name.

...keep a **CLASS BOOK SCRAPBOOK.** Each time a story is read to the class, a child may critique it in the scrapbook.

...give **BOOKS AS GIFTS** for Christmas, birthdays, get well wishes, moving away, the end of the year and special times.

...**INVITE YOUNGER CHILDREN** to the room to share a special book project.

...**SET ASIDE A TIME EACH DAY WHEN EVERYONE READS A FAVORITE BOOK.**

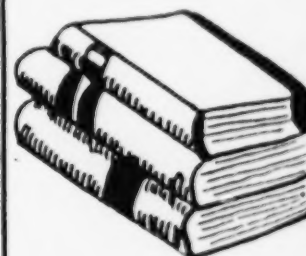
TRY ALSO

...choosing any three words in the story. Can you make them into a phrase...sentence...paragraph...story?

...choose any 10 words. Can you make up a crossword puzzle using them all?

...making up your own definitions for the words. Now look them up. How close were you?

...writing a word...now think of a synonym for it...how about an antonym...homonym.



AFTER READING ABOUT ANOTHER COUNTRY

- ...design a travel brochure for the country.
- ...draw the flag and seal of the country.
- ...make a time line showing special events.
- ...bring in a recipe for an authentic dish.
- ...visit a travel agency and collect travel posters.
- ...also collect information and pamphlets.
- ...make a map of the country.
- ...write an announcement about an historical event.
- ...collect pictures and charts.
- ...write a time capsule summary. Pretend you lived during the time written in the book. What was it like?
- ...make a milk carton vehicle showing the kind of transportation that was used in the story.
- ...find a song or some music about the country. Share it.
- ...bring in an object mentioned in the story.
- ...write an epitaph for a famous countryman.
- ...write an invitation to visit the country.
- ...write to the embassy for information.
- ...draw a picture of the national flower.
- ...learn to count from one to ten in the native language.
- ...make a bulletin board display for the room.
- ...what authors or illustrators were born in the country? Bring in their works.
- ...find out about the government today.
- ...what stories are written about the country? For instance, "Stone Soup" is about Russia and "Umbrella" is about Japan.
- ...what famous artists are from the country? Bring in copies of their art.

INSTEAD OF DRAWING YOUR FAVORITE PART OF THE STORY YOU COULD MAKE A

- ...mural
- ...banner
- ...collage
- ...stitchery
- ...mobile
- ...scroll theater
- ...movie
- ...book jacket
- ...wall hanging
- ...mosaic
- ...book quilt
- ...comic strip on adding machine paper
- ...peek box
- ...book cube
- ...scene in a ham can, a pie tin, a paper plate, a shoe box or a meat tray.



INSTEAD OF A BOOK REPORT MAKE

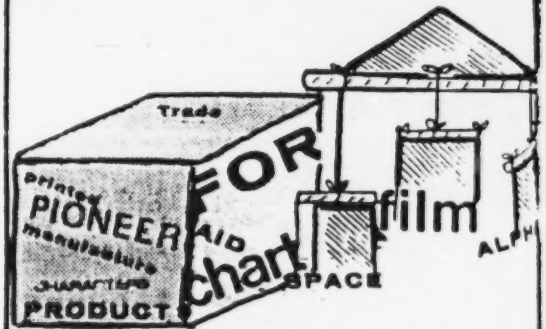
- ...a commercial about your book
- ...a want ad
- ...a billboard
- ...a book mobile
- ...an award (why it's so super)
- ...a book jacket
- ...a book review
- ...a bumper sticker
- ...a campaign button
- ...a bulletin board
- ...a news bulletin
- ...a wanted poster
- ...a cartoon
- ...a telegram
- ...a jingle
- ...a skit
- ...a comic strip
- ...a book rhyme
- ...a letter to a friend
- ...a pamphlet
- ...a puppet show
- ...a poster
- ...a tape recording
- ...a song
- ...new titles
- ...a puzzle
- ...a description
- ...an oral reading
- ...a pantomime
- ...an advertisement
- ...a game of charades

AND WORD IDEAS...

124

YOU COULD ALSO LIST WORDS THAT

- ...are short
- ...are long
- ...are nouns
- ...are verbs
- ...are adverbs
- ...begin with a special letter (b, d, f...)
- ...end with a special letter (k, ck, q...)
- ...begin with a blend
- ...begin with a vowel
- ...begin with a consonant
- ...have a special vowel pattern like aw, au, oo
- ...have 1 syllable or 2, 3, 4 syllables
- ...have lots of tall letters
- ...have lots of short letters
- ...are found in the beginning, middle or end of the dictionary
- ...you know how to read
- ...are capitalized
- ...are compound words
- ...are contractions
- ...you like or don't like
- ...have endings
- ...have prefixes
- ...make sounds
- ...you can touch, feel, taste, smell or see
- ...are serious
- ...are happy
- ...are sad
- ...show color
- ...are found in the city or the country
- ...are animals
- ...are people
- ...are names
- ...are seasonal
- ...are musical
- ...are silly
- ...make you feel good
- ...are proper nouns
- ...you'd like to use again



YOU COULD ALSO TRY USING YOUR WORDS IN A

- ...headline
- ...banner
- ...announcement
- ...commercial
- ...menu
- ...want ad
- ...silly singing
- ...letter jingle
- ...poem
- ...slogan
- ...song
- ...riddle
- ...bumper sticker
- ...campaign button
- ...fortune
- ...direction
- ...quotation
- ...tongue twister
- ...obituary
- ...valentine
- ...fairy tale
- ...myth
- ...tall tale
- ...mystery



INSTEAD OF WRITING EACH WORD FIVE TIMES YOU COULD

- ...make a "WORD CUBE"...cover a box with words you like
- ...make a "WORD MOBILE"...hang words from a stick, dowel, or hanger
- ...keep a record of your words on a WORD GRAFFITI paper
- ...COLLECT NEW WORDS in a scrapbook, recipe file box, diary, your own dictionary, a notebook, index cards or on adding machine tape.